

GRADE
2

Formative Instructional & Assessment Tasks

FOR THE COMMON CORE STATE STANDARDS IN MATHEMATICS



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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NOTE: The separate Word document versions of each section can be found online at <http://commoncoretasks.wikispaces.com/>.

Common Core State Standards

Second Grade – Standards

- 1. Extending understanding of base-ten notation** – Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
- 2. Building fluency with addition and subtraction** – Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
- 3. Using standard units of measure** – Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure

involves iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

- 4. Describing and analyzing shapes** – Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding attributes of two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

MATHEMATICAL PRACTICES

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving addition and subtraction.

- 2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)

Add and subtract within 20.

- 2.OA.2** Fluently add and subtract within 20 using mental strategies. (Note: See standard 1.OA.6 for a list of mental strategies). By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

- 2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

NUMBER AND OPERATIONS IN BASE TEN

Understand place value.

- 2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
- a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- 2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)

MEASUREMENT AND DATA

Measure and estimate lengths in standard units.

- 2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

- 2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

- 2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

- 2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (Note: See Glossary, Table 1.)

GEOMETRY**Reason with shapes and their attributes.**

- 2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Administration Manual



K-2 Assessment in North Carolina

In response to North Carolina legislative and State Board requirements, the NC Department of Public Instruction provides Local Education Agencies with state-developed assessments to be implemented for Kindergarten, First and Second Grades. These assessments are to include documented, on-going individualized assessments throughout the year and a summative evaluation at the end of the year. These assessments monitor proficiency of the standards in the *North Carolina Standard Course of Study: Common Core State Standards for Mathematics*.

Assessments may take the form of these state developed materials, adaptations of these materials, or unique assessments adopted by local school boards. The intended purposes of these assessments are:

- To provide information about progress of each student for instructional adaptations and early interventions.
- To provide next-year teachers with information about the status of each of their incoming students.
- To inform parents about the status of their children relative to grade-level standards at the end of the year
- To provide the school and school district information about the achievement status and progress of groups of students in grades K, 1, and 2.

The North Carolina Department of Public Instruction is committed to continued development of quality teaching and on-going classroom assessment as essential preparation for the students to master rigorous standards as defined by the *NC Standard Course of Study: Common Core State Standards and Essential Standards*. We believe the strategies that engage students in self-assessment, greater ownership of their learning, communicating, reasoning, problem posing and problem solving result in long-term growth and learning.

Therefore, the *Formative Instructional and Assessment Tasks for Mathematics* are designed to clarify the bond that links quality assessment and effective teaching- and subsequently effective schools. Learning takes place one student at a time, and quality teaching and assessment is essential in ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

These state-developed assessment materials are aligned with the *Common Core State Standards for Mathematics* and may be adopted or modified as appropriate for individual school districts. As you use them with students, add to and adapt the materials in order to make them useful for each school's unique situation. The North Carolina Department of Public Instruction appreciates any suggestions and feedback, which will help improve upon this resource. Feedback may be sent to NCDPI Elementary Mathematics Consultant Amy Scrinzi (Amy.Scrinzi@dpi.nc.gov).

The Purpose of the Formative Instructional and Assessment Tasks

The *Formative Instructional and Assessment Tasks* are provided as tools to use to assess Kindergarten, First Grade and Second Grade students' mathematical understanding as specified in the *NC Standard Course of Study: Common Core State Standards for Mathematics (CCSS-M)*.

Mathematical Concepts Assessed

The *Formative Instructional and Assessment Tasks* are designed to reveal the extent to which a student knows and understands specific concepts. Moving beyond only whether an answer is right or wrong, the tasks focus attention on the thinking and processes that all students use in solving the tasks, with opportunities to demonstrate his or her knowledge, skill, and understanding.

Therefore, the tasks assess the *Common Core State Standards* and highlight *Standards for Mathematical Practice* that may emerge as students explore the tasks. The *Continuum for Understanding* specifically addresses the conceptual understandings indicated in the CCSS-M. The *Standards for Mathematical Practice* that are likely to emerge are indicated in **bold** for each task.

Types of Tasks

When assessing young children, it is important to remember that they frequently know more than they can record in traditional, symbolic formats. "Age, fluency with language, and experiences influence how successful students are likely to write a strong explanation or offer an explanation orally" (Joyner & Muri, 2011). Therefore interviews, as well as written responses, are provided.

Interview: The teacher asks a series of questions to one student and carefully listens to the student's responses and observes the student's strategies and thinking as the student works.

Written Response: The teacher presents a problem to one or more students and asks the students to use pictures, numbers, and words to show their thinking and explain their reasoning.

Since both correct answers and appropriate processes are valued in mathematics, teachers find that observing students and talking with them are ways to provide students with opportunities to demonstrate what they know and can apply in new situations. Thus, the teacher is encouraged to ask the student clarifying questions *during* the assessment or *after* the assessment to gain a more accurate picture of what the student knows and understands. Insight into children's thinking helps teachers build on what students understand, not just what they can do by memorizing processes.

*"Without the
conversations or
written explanations,
we have no clue as
to the students'
logic behind their
wrong answers."*

(Joyner & Muri, 2011, p. 250)

The Role of the Classroom Teacher

The classroom teacher uses the tasks in a formative manner. As defined by North Carolina Department of Public Instruction, formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes. Therefore, a teacher may use these tasks to:

- Determine prior knowledge regarding a concept that is about to be taught.
- Assess understanding throughout an instructional sequence to gain an understanding of how to best meet the needs of all of the students in an on-going basis.
- Determine if the student is *Developing Understanding* of a particular concept or if the student has *Complete Understanding*, demonstrating proficiency.
- Assess understanding after the instructional sequence to determine if all students are proficient with that concept and are ready to move forward.

The teacher may administer the tasks to a **whole class**, **small group** of children, or an **individual** student, depending on the purpose for collecting data. For example, the teacher may decide that s/he would like to gain awareness of the entire class' understanding of a particular concept. Thus, the task(s) selected would then be administered to all of the students in the class. Other times the teacher may need to determine what a particular student, or small group of students, understands in order to plan the most effective mathematical experiences. Thus, the task(s) selected would then be used with the selected student(s). Therefore, the assessment tasks can be used in multiple ways with the purpose of informing instructional planning and practice.

The Role of the Local Education Agency (LEA)

A school district may decide to use the assessment tasks to create benchmark assessments, aligning a collection of tasks to their unique pacing guide to be administered district-wide at several points throughout the year. The classroom teacher scores the quarterly benchmark assessments, sees students' answers, observes misconceptions, and uses the data gathered to inform further instruction and plan interventions or enrichments as needed (Joyner & Muri, 2011). The district uses the data from the benchmark assessments to gain a global view of how students are performing within particular domains or clusters, determine which additional instructional materials and resources may be needed, and discern particular topics and concepts that teachers may need additional support or growth and work with principals and teachers to plan professional development and coaching opportunities accordingly.

These state-developed assessment tasks are aligned with the North Carolina Standard Course of Study: Common Core State Standards for Mathematics and may be adopted or modified as appropriate for individual school districts. As they are used with students, please add to and adapt the materials in order to make them useful for each school's unique situation. The North Carolina Department of Public Instruction appreciates any suggestions and feedback, which will help improve upon this resource.

The Components of the Formative Instructional & Assessment Tasks

The *Formative Instructional and Assessment Tasks* are composed of four parts:

1. Assessment Tasks
2. Student Forms
3. Blackline Masters
4. Class/Student Summaries

1. Assessment Tasks

The assessment tasks inform the classroom teacher of a) the Mathematical Concepts addressed, b) the materials needed, c) the assessment task directions, the d) Continuum of Understanding, and the e) Standards for Mathematical Practice.

a.) **Mathematical Concepts:** Designate the domain, cluster, and standard assessed. There may be some tasks that assess multiple concepts.

Domain: Large group of related standards. Include: Counting and Cardinality (K), Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

Cluster: Groups of related standards.

Standard: Define what students should understand and be able to do.

b.) **Materials:** Student and teacher materials needed to complete the task. Materials may include: Blackline Master (BLM), Student Form (SF) or classroom materials. Provide additional materials or substitute materials with those that students use during regular mathematics lessons as needed.

c.) **Task:** Directions for the administering the task. May include “Teacher Talk”: dialogue for the teacher to say to the student(s) while administering the task. Indicated in *italics*.

d.) **Continuum of Understanding:** Designates indicators: specific behaviors and skills that signify if the student is *Developing Understanding* or demonstrates *Complete Understanding*.

Indicators: Specific behavior or skill within the continuum noted by a bullet.

Developing Understanding: If the student exhibits one **OR** more of the indicators listed, then the student’s understanding is still evolving.

Complete Understanding: If the student exhibits **ALL** of the indicators listed, then the student has demonstrated proficiency with that particular skills or concept on that one particular task. Other tasks may be needed in order to confirm proficiency in that overall skill or concept.

In addition, there may be specific behaviors, strategies, concepts, or skills for which the teacher is to observe. These are located to the right of the indicators. Answers to the tasks are also provided in this area.

e.) **Standards for Mathematical Practice:** Describe processes and dispositions that mathematically proficient students exhibit. Practices that are likely to emerge as a result of completing the task are noted in **BOLD**. The teacher is encouraged to note which practices were observed during the tasks as well as during daily instruction to gain a global picture of the mathematical processes and dispositions that the student exhibits.

Formative Instructional and Assessment Tasks

OA Task 2a

Domain	Operations and Algebraic Thinking	
Cluster	Represent and solve problems involving addition and subtraction. Add and subtract within 20.	
Standard(s)	1.OA.1 Use addition and subtraction within 20 to solve word problems involving adding to, taking from, and comparing with unknowns in all positions. 1.OA.3 Apply properties of operations as strategies to add and subtract. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	
Materials	Cubes or counters, two colors (at least 15 of each)	
Task	Provide materials to the student. Say: <i>There are 10 cars in the parking lot. Some of the cars are red and some of the cars are black. How many red cars and how many black cars could be in the parking lot? Think of as many different ways as you can. Show your strategies with the cubes, drawing, and/or words and write a number sentence for each solution you know.</i> Provide an example if needed: <i>For example, for the number 3, we know that 2 and 1 equals three. So, I would write a number sentence that looks like this: $2 + 1 = 3$.</i>	

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Identifies one or more combinations that do not equal 10. Relies on "counting all" as primary strategy for solving the problem. 	Strategy(ies) Used: <input type="checkbox"/> Trial and Error <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Basic Facts <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1,2
Complete Understanding	<ul style="list-style-type: none"> Shows all possible combinations to 10 with ease, using strategies other than counting all. Recognizes similar combinations due to the commutative property of addition (e.g., $0 + 10 = 10 + 0$). 	
Advanced Understanding	Demonstrates complete understanding and: Shows awareness of an emerging number pattern or records results systematically.	Identifies Combinations: <input type="checkbox"/> $0 + 10$ &/or $10 + 0$ <input type="checkbox"/> $1 + 9$ &/or $9 + 1$ <input type="checkbox"/> $2 + 8$ &/or $8 + 2$ <input type="checkbox"/> $3 + 7$ &/or $7 + 3$ <input type="checkbox"/> $4 + 6$ &/or $6 + 4$ <input type="checkbox"/> $5 + 5$

Standards for Mathematical Practice

1. Makes and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

NC DEPARTMENT OF PUBLIC INSTRUCTION

FIRST GRADE

The *Formative Instructional and Assessment Tasks* are composed of three additional parts:

1. Assessment Tasks
2. Student Forms
3. Blackline Masters
4. Class/Student Summaries

2. Student Forms

Student forms are provided as an option to use for all tasks that require a written response from the student. These forms are located with the appropriate task and are designated as “SF”. Teachers may copy, edit, or revise the forms as needed.

3. Blackline Masters

If a task requires a particular illustration or specific materials, then a blackline master is included. These forms are located with the appropriate task and are designated as “BLM”. Teachers may copy, edit, or revise forms as needed.

4. Class/Student Summaries

Class and Student Summaries are provided to help the classroom teacher collect and organize data. These forms are located with the appropriate Domain/Cluster. These forms are provided as Word documents allowing the teacher to type information as desired, change the size of the space provided, or add additional columns or categories as needed. Teachers may copy, edit, or revise the forms as needed.

Selecting an Assessment Task

The Formative Instructional and Assessment Tasks are placed with the corresponding Domain(s), Cluster(s), and Standard(s) on the common core assessment wiki. When searching for a task, simply click on the domain and cluster of interest. Tasks will be located with each standard assessed. In addition, each grade is provided with a comprehensive list of assessment tasks and the standards to which they align.

NOTE: Some tasks assess multiple standards. Therefore, tasks are placed with the primary standard assessed and additional standards assessed are noted in the table and with the task directions.

When selecting a task, consider the following:

1. **Designate a learning target.** What skill or concept do you want students to know?
2. **Identify the student(s).** Are you curious about all of the students, a handful of students, or one student in particular? Thinking about the student(s), what are you most interested in learning that is related to the learning target?
3. **Review and select the tasks.** Locate tasks that are aligned with the learning target and address your questions about the student(s).
4. **Read the tasks carefully.** Which tasks would best uncover student understanding for the particular learning target? Does it need to be a new task or one previously administered? Depending on the task and the learning target, the same task could be administered multiple times over the course of the year.
5. **Decide on an amount of tasks.** To gain a more accurate view of student knowledge, one task may not be enough. Perhaps one task, along with classroom evidence, will provide an appropriate picture of the student's understanding. Perhaps more than one task is needed.
6. **Decide how the tasks and materials will be presented.** Will all students be assessed on a task at the same time? If so, what will students who finish earlier/later than others do as other students work? Will students move from one station to another? If so, what will they do if they have questions about the task? Will students need access to optional materials? If so, how will they be provided?

“Knowing what is to be learned is the starting point for instructional planning. This knowledge is also the starting point for determining what is to be assessed and how it will be measured.”

(Joyner & Muri, 2011, p. 55)

Assessing Students

During classroom instruction, the teacher facilitates learning by providing rich tasks, asking probing questions, observing students, and scaffolding learning as appropriate. However, during classroom assessment, the classroom teacher wants to learn what a student knows and is able to do without the support typically provided during instruction.

In order to help the classroom teacher gather the best information possible from the tasks, the teacher's role becomes that of an observer. Refraining from any coaching, prompting, or targeted questioning, the teacher only reads the assessment task to the student as many times as needed and encourages the student to solve the problem to the best of his/her ability. On occasion, a word provided in the directions may not make sense to the student and an alternative word is provided as determined by the teacher. However, the classroom teacher is very careful not to provide additional information that could cover up what the student does or doesn't understand. **The goal of assessment is to un-cover student thinking so that instruction can best meet his/her needs.**

As the classroom teacher carefully observes students at work, s/he is finding out as much as possible about what students are thinking and how they go about working on tasks. The teacher may take notes on student strategies and behaviors, ask clarifying questions, or restate the problem as needed. For example, do students work with confidence on the task or are there some aspects that seem more difficult? Which ones? Can you determine why and make notes for adjustments next time this happens? Oftentimes, the observation provides the most information about student thinking.

Because young children frequently know more than they can record in traditional, symbolic formats, it is important for the teacher to gather as much information about student understanding as students work on the various tasks. As the teacher circulates, s/he asks additional questions to learn as much as possible about students' thinking. For example, the teacher might say, "Tell me more about the picture you have drawn." or "Tell me what you are doing with the counters." or "Tell me more about your thinking." The teacher makes notes about students' responses.

Consider using the following clarifying questions to help understand student thinking:

- Tell me more about that.
- Can you show me?
- Why do you say that?
- What else can you tell me?
- How do you know?
- Why do you think that happened?
- Do you think this will happen every time?

The assessment tasks can be administered individually, in small groups, or as a whole class, depending on the purpose for the assessment task. Oftentimes, if a task is presented in a whole class setting, the task requires the student to provide a written response. In this situation, the teacher is unable to observe all children carefully to learn about their thinking. Therefore, if the teacher has questions about a student's work, the teacher is encouraged to ask follow up questions, clarifying what the student wrote and gaining better insight into the student's thinking.

When administering a task, consider the following:

1. **Prepare the materials.** Gather the materials needed for the task. All Blackline masters and Student Forms are located next to the task. Additional materials from the general classroom supplies may be needed. Will you need enough for the entire class or just one or a few students?
2. **Read through the task directions.** The language that the teacher is to use when administering a task is provided in italics. This 'teacher talk' is provided to help the classroom teacher ask questions and provide information without guiding thinking. Comments and notes to the teacher are not in italics. These comments provide prompts or reminders to the teacher as the task is administered.
3. **Read the Continuum for Understanding indicators.** Much of the administration of an assessment task is spent carefully observing children as they work. Read over the indicators to know what you are looking for as the students solve the problem.
4. **Observe the students carefully.** How are the students solving the problem? What are they using? Are they counting everything over and over or are they counting on? Do they know 10 more or 10 less fluently, or are they counting up or back to figure it out? Keep a clipboard, tablet, or other documentation devices to take notes as students work. Oftentimes, the observation provides the most information about student thinking.
5. **What's Next?** After a student has completed a task, will s/he head back to Math Stations? Move on to the next item on his/her contract? Get his/her snack and join the others on the carpet or on the playground? Use the limited time you have wisely and refrain from having students wait for one another by planning "what's next".

Interpreting Data and Making Inferences

The primary purpose of an *assessment* is to discern student understanding and then use this knowledge to plan instruction and teach students according to their needs. Because the tasks that are provided are considered *assessments* rather than *evaluations*, proficiency scores are not provided. Thus, an item is not simply marked as “correct” or “incorrect” or “proficient” or “not proficient”. Instead, the *Continuum of Understanding* is provided to help inform the teacher about the depth to which the student demonstrates understanding.

As student responses are reviewed, the teacher uses the *Continuum of Understanding* to determine which strategies, skills, and understanding the student exhibits. Pay particular attention to what the student DOES understand and what the student does NOT. Both are equally important in determining the next instructional steps.

The overall goal is that **by the end of the year**, all students will have become proficient with the mathematics described for their grade level. Proficient means that they can model and explain the concepts, they can use the mathematics appropriately and accurately, and they are fluent and comfortable in applying mathematics.

Giving meaning to students’ words and actions is not a simple task, but it is critical that the interpretations are as accurate as possible. Because decisions about students and teaching arise from the interpretations, teachers must think carefully about the mathematics they are teaching, the continuum of understandings and skills related to the learning targets, and the information they have learned from the assessment.

“Unless we take the time to analyze incorrect responses, we may have no clue as to why students miss questions.”

(Joyner & Muri, 2011, p. 123)

When interpreting data and making inferences, consider the following:

1. **Ask Questions:** If a student response is unclear or additional questions are needed to gain clarification about student thinking, have a discussion with the student. Share the work with the student and ask questions that will uncover the student’s thinking. Remember, this is not a time to teach the student something s/he may have answered incorrectly. This is a time to better understand the student’s thinking so that future instruction can meet his/her needs.
2. **Types of Mistakes:** Look beyond whether an item’s answer was correct or incorrect by looking carefully at the types of mistakes that were made. Some mistakes that children make come from a lack of information. At other times mistakes reflect a lack of understanding. Remember that there is logic behind students’ answers. The teacher must look for the reasons for the responses, dig deep and identify any misconceptions that may exist. Ask questions or seek clarification if needed. “Without the conversations or written explanations, we have no clue as to the students’ logic behind their wrong answers.” (Joyner & Muri, 2011, p. 250)

3. **Note Strategies Used:** The *Continuum of Understanding* provides strategies of particular interest as well as additional skills and knowledge that the student may exhibit. Carefully note how the student solves the problem present in the task. What strategies does the student use? Does the student continually use a counting strategy rather than moving forward to making tens? Are there strategies that are never used? What strategies need to be highlighted during future instruction?
4. **Organize Data:** How will you capture the notes made about the student work? Will data be recorded by individual student, on class summary sheets, or both? Some teachers may wish to make notes on the task direction sheet for each student and staple it to the student work. Other teachers may want to use the individual student recording form provided to capture notes, using the task direction sheet to guide the structure of the notes. Teachers may also want to compile class data on the class summary sheets to gain a global perspective of the class as a whole, determine small groups, and determine next instructional steps.

Assigning meaning to students' words, actions, and products is perhaps the most difficult part of assessment. However, teachers must deal with students' misconceptions as well as their strengths if students are going to be successful. If decisions are made from too little evidence or misleading evidence teachers may not plan the necessary classroom experiences for the students to refine their thinking.

Therefore, it is important to note that these assessment tasks will provide only a *part* of the evidence of students' knowledge and understanding and will be combined with other information the teacher has gathered about the student. These assessments are not intended to provide a complete picture of a student's mathematics understandings. These assessments and additional student products and anecdotal information will need to be combined to gain the most accurate picture of student's ability and understanding of mathematics.

“When we do not have an opportunity to see the steps or procedures that students use in determining answers or if students do not explain their thinking, the correct answers may be the results or informed guesses rather than solid understanding.”

(Joyner & Muri, 2011, p. 122)

References:

Joyner, J. & Muri, M. (2011). *INFORMative assessment: Formative assessment to improve math achievement*. Sausalito, CA: Math Solutions.

A Special Thank-You

The development of the NC Department of Public Instruction K-2 Formative Instructional and Assessment Tasks was a collaborative effort with a diverse group of dynamic teachers, coaches, administrators, university faculty, and NCDPI staff. We are very appreciative of all of the time, support, ideas, and suggestions made in an effort to provide North Carolina with quality formative assessment items for Kindergarten, First, and Second Grade. The North Carolina Department of Public Instruction appreciates any suggestions and feedback, which will help improve upon this resource. Please send all correspondence to Barbara Bissell (barbara.bissell@dpi.nc.gov) and Amy Scrinzi (amy.scrinzi@dpi.nc.gov).

K-2 Assessment Committee

The K-2 Assessment Committee led the work of the K-2 Assessments. With support of their school and district, they volunteered their time and effort to develop the *K-2 Formative Instructional and Assessment Tasks*.

Jill Burke, First Grade Teacher, Chapel Hill-Carrboro City Schools
Leanne Daughtry, District Office, Johnston County Schools
Andi Greene, First Grade Teacher, Edgecombe County Schools
Tery Gunter, Second Grade Teacher, Durham County Schools
Tesha Isler, Teaching/Learning Coach, Wayne County Schools
Patty Jordan, Second Grade Teacher, Wake County Schools
Rebecca Kidd, Kindergarten Teacher, Asheboro City Schools
Loryn Morrison, District Lead Teacher, Davidson County Schools
Becky Pearce, Kindergarten Teacher, Guilford County Schools
Kitty Rutherford, NCDPI Elementary Consultant
Amy Scrinzi, NCDPI Elementary Consultant

District Support

In a true collaborative effort, districts in North Carolina that had begun implementing the Common Core State Standards during the 2011-2012 school year voluntarily shared their assessment efforts with the K-2 Assessment Committee. Many of the final tasks presented are a direct result of this collaborative support.

Cabarrus, Charlotte-Mecklenburg, Cleveland, Currituck, Davidson, Iredell-Statesville, Kannapolis, and Union

Critical Friends

Our Critical Friends carefully reviewed the assessment tasks, offered specific feedback, and provided suggestions for additional tasks as needed. Their feedback guided the final development of the assessment tasks.

Melanie Burgess, Jeanette Cox, Donna Dalke, Ana Floyd, Sharon Frost, Royanna Jackson, Jeane Joyner, Rendy King, Carol Midgett, Drew Polly, Wendy Rich, Karen Young, and Pam Zelando

Operations & Algebraic Thinking

Formative Instructional and Assessment Tasks

OA Task 1a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Daniel had some stickers. His brother gave him 5 more stickers. Now Daniel has 18 stickers. How many stickers did Daniel have to start with? Write an equation that represents this problem. Use a symbol for the unknown number.</i> <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 13 stickers Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $18 - 5 = *$; $* + 5 = 18$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Daniel had some stickers. His brother gave him 5 more stickers. Now Daniel has 18 stickers. How many stickers did Daniel have to start with?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ stickers

Formative Instructional and Assessment Tasks

OA Task 1b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Jayden has some baseball cards. His friend gave him 28 more baseball cards. Now Jayden has 95 baseball cards. How many baseball cards did John start with? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 67 baseball cards Successfully uses strategies such as making tens, creates easier or known sums, and basic facts Equation is accurate (e.g., $95 - 28 = *$; $28 + * = 95$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Jayden has some baseball cards. His friend gave him 28 more baseball cards. Now Jayden has 95 baseball cards. How many baseball cards did Jayden start with?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ baseball cards

Formative Instructional and Assessment Tasks

OA Task 1c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Alice has some pennies. Her dad gave her 48 more pennies. Now Alice has 83 pennies. How many pennies did Alice start with? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 35 pennies Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $* + 48 = 83$; $83 - 48 = *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Alice has some pennies. Her dad gave her 48 more pennies. Now Alice has 83 pennies. How many pennies did Alice start with?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ pennies

Formative Instructional and Assessment Tasks

OA Task 1d	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Nevaeh had some jewels. She gave 11 jewels to her sister. Now Nevaeh has 79 jewels. How many jewels did Nevaeh have to start with? Write an equation that represents this problem. Use a symbol for the unknown number.</i> <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 90 jewels Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $48 - 11 = *$; $* + 11 = 48$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Nevaeh had some jewels. She gave 11 jewels to her sister. Now Nevaeh has 79 jewels. How many jewels did Nevaeh have to start with?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ jewels

Formative Instructional and Assessment Tasks

OA Task 2a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Some baseball cards were on the table. Sam took 42 baseball cards. Then there were 26 baseball cards on the table. How many baseball cards were on the table before? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 68 baseball cards Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $* - 42 = 26$; $26 + 42 = *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Some baseball cards were on the table. Sam took 42 baseball cards. Then there were 26 baseball cards on the table. How many baseball cards were on the table before?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ baseball cards

Formative Instructional and Assessment Tasks

OA Task 2b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Some players are on the basketball court. 14 players left. Then there were 16 players on the basketball court. How many players were on the basketball court before? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 30 players Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $* - 14 = 16$; $14 + 16 = *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Some players are on the basketball court. 14 players left. Then there were 16 players on the basketball court. How many players were on the basketball court before?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ players

Formative Instructional and Assessment Tasks

OA Task 2c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Some fish are swimming in the stream. 23 fish swam away. Then there were 31 fish swimming in the stream. How many fish were swimming in the stream before? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 54 fish Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g. $23 + 31 = *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Some fish are swimming in the stream. 23 fish swam away. Then there were 31 fish swimming in the stream. How many fish were swimming in the stream before?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ fish

Formative Instructional and Assessment Tasks

OA Task 2d

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From-Start Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>There were some Legos in a bucket. 50 Legos spilled out of the bucket. Then there were 33 Legos in the bucket. How many Legos were in the bucket before? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 83 Legos Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $50 + 33 = *$; $* - 50 = 33$). Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

There were some Legos in a bucket. 50 Legos spilled out of the bucket. Then there were 33 Legos in the bucket. How many Legos were in the bucket before?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ Legos

Formative Instructional and Assessment Tasks

OA Task 3a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Smaller Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Daniella has 9 more bracelets than Katie. Katie has 22 bracelets. How many bracelets does Daniella have? Write an equation that represents this problem. Use a symbol for the unknown number. Once an equation is written, say: Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 31 bracelets Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $9 + 22 = *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

Daniella has 9 more bracelets than Katie. Katie has 22 bracelets. How many bracelets does Daniella have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ bracelets

Formative Instructional and Assessment Tasks

OA Task 3b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Smaller Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Carlos has 13 more comic books than his friend David. Carlos has 30 comic books. How many comic books does David have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 43 comic books Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $30 + 13 = *$; $13 + * = 30$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Carlos has 13 more comic books than his friend David. Carlos has 30 comic books. How many comic books does David have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ comic books

Formative Instructional and Assessment Tasks

OA Task 3c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Smaller Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Kevin has 23 more shiny rocks than his friend Matthew. Kevin has 27 shiny rocks. How many shiny rocks does Matthew have?</i> <i>Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 4 shiny rocks Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $27 - 23 = *$; $23 + * = 27$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Kevin has 23 more shiny rocks than his friend Matthew. Kevin has 27 shiny rocks. How many shiny rocks does Matthew have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ shiny rocks

Formative Instructional and Assessment Tasks

OA Task 3d

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><i>Compare- Smaller Unknown: More, One-step</i></p>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	<p>Provide materials to the student. Read the problem to the student: <i>Makayla has 22 more mini mystery books than her sister Brittany. Makayla has 40 mini mystery books. How many mini mystery books does Brittany have? Write an equation that represents this problem. Use a symbol for the unknown number.</i></p> <p>Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i></p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 62 mini mystery books Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $22 + * = 40$; $40 - 22 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Makayla has 22 more mini mystery books than her sister Brittany. Makayla has 40 mini mystery books. How many mini mystery books does Brittany have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ mini mystery books

Formative Instructional and Assessment Tasks

OA Task 4a

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Bigger Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Luke has 5 fewer books than Josh. Luke has 7 books. How many books does Josh have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 2 books Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $* - 5 = 7$; $5 + 7 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Luke has 5 fewer books than Josh. Luke has 7 books. How many books does Josh have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ books

Formative Instructional and Assessment Tasks

OA Task 4b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Bigger Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>The 2nd grade class has 9 fewer students than the 3rd grade class. The 2nd grade class has 22 students. How many students are in the 3rd grade class? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 31 students Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $9 + 22 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

The 2nd grade class has 9 fewer students than the 3rd grade class. The 2nd grade class has 22 students. How many students are in the 3rd grade class?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ students

Formative Instructional and Assessment Tasks

OA Task 4c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Bigger Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>There are 36 fewer apples in the box than apples on the ground. There are 50 apples in the box. How many apples are on the ground? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 86 apples Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $36 + 50 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

There are 36 fewer apples in the box than apples on the ground. There are 50 apples in the box. How many apples are on the ground?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ apples

Formative Instructional and Assessment Tasks

OA Task 4d	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Bigger Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>There are 11 fewer cinnamon candies than chocolate candies. There are 30 cinnamon candies. How many chocolate candies are there? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 41 chocolate candies Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $30 + 11 = *$; $11 = * - 30$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

There are 11 fewer cinnamon candies than chocolate candies. There are 30 cinnamon candies. How many chocolate candies are there?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ chocolate candies

Formative Instructional and Assessment Tasks

OA Task 5a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To-Result Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>John collected 67 baseball cards. His friend gave him 28 more baseball cards. How many cards does John have now? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 95 baseball cards Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $67 + 28 = *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

**John collected 67 baseball cards. His friend gave him 28 more baseball cards.
How many cards does John have now?**

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ baseball cards

Formative Instructional and Assessment Tasks

OA Task 5b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To-Result Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Val has 26 butterflies for the Science Fair. Sam brought 38 more butterflies for the Science Fair. How many butterflies did they take to the science fair? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 64 butterflies Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $26 + 38 = *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Val has 26 butterflies for the Science Fair. Sam brought 38 more butterflies for the Science Fair. How many butterflies did they take to the science fair?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ butterflies

Formative Instructional and Assessment Tasks

OA Task 5c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To- Result Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Ana brought 6 DVDs to a party. Mark brought 7 DVDs to the party. Steve brought 8 DVDs to the party. How many DVDs do they have for the party? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 21 DVDs Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $6 + 7 + 8 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

Ana brought 6 DVDs to a party. Mark brought 7 DVDs to the party. Steve brought 8 DVDs to the party. How many DVDs do they have for the party?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ DVDs

Formative Instructional and Assessment Tasks

OA Task 5d	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To -Result Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Benjamin has 7 baseball cards. Kyle gave Benjamin 8 baseball cards. Jim gave Benjamin 3 more baseball cards. How many cards does Benjamin have now? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	<u>Strategy(ies) Used:</u> <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 18 baseball cards Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $7 + 8 + 3 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Benjamin has 7 baseball cards. Kyle gave Benjamin 8 baseball cards. Jim gave Benjamin 3 more baseball cards. How many cards does Benjamin have now?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ cards

Formative Instructional and Assessment Tasks

OA Task 6a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To: Change Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Lucas had 67 baseball cards. His friend gave Lucas some more baseball cards. Now Lucas has 95 baseball cards. How many baseball cards did his friend give Lucas? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 28 baseball cards Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $67 + * = 95$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Lucas had 67 baseball cards. His friend gave Lucas some more baseball cards. Now Lucas has 95 baseball cards. How many baseball cards did his friend give Lucas?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ baseball cards

Formative Instructional and Assessment Tasks

OA Task 6b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To: Change Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Jalen had 30 marbles. When he cleaned out his closet he found some more marbles. Now Jalen has 58 marbles. How many marbles did Jalen find? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 28 marbles Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $30 + * = 58$; $58 - 30 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Jalen had 30 marbles. When he cleaned out his closet he found some more marbles. Now Jalen has 58 marbles. How many marbles did Jalen find?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ marbles

Formative Instructional and Assessment Tasks

OA Task 6c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Add To: Change Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Pam has 17 cards of animals from Africa. She has some cards from other continents. All together she has 90 cards. How many cards are from other continents? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 73 cards Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $* = 90 - 17$; $90 = * + 17$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Pam has 17 cards of animals from Africa. She has some cards from other continents. All together she has 90 cards. How many cards are from other continents?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ cards

Formative Instructional and Assessment Tasks

OA Task 7a

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From-Result Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>60 apples were on the shelf. 23 apples were sold. How many apples are on the shelf now? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 37 apples Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $60 - 23 = *$; $23 + * = 60$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

60 apples were on the shelf. 23 apples were sold. How many apples are on the shelf now?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ apples

Formative Instructional and Assessment Tasks

OA Task 7b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From- Result Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Mrs. Hope's class saw 76 butterflies in the garden. Some of the butterflies flew away. Now there are 49 butterflies in the garden. How many butterflies flew away? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 27 butterflies Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $76 - 49 = *$; $76 = 49 + *$). Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Mrs. Hope's class saw 76 butterflies in the garden. Some of the butterflies flew away. Now there are 49 butterflies in the garden. How many butterflies flew away?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ butterflies

Formative Instructional and Assessment Tasks

OA Task 7c

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From-Result Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Avi drew 5 pictures to enter in the school art contest. Erick drew 7 pictures. Avi spilled water on 2 of his pictures and ruined them. How many pictures will Avi and Erick enter in the contest? Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 10 pictures Successfully uses strategies such as making tens, creates easier or known sums, and basic facts Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Avi drew 5 pictures to enter in the school art contest. Erick drew 7 pictures. Avi spilled water on 2 of his pictures and ruined them. How many pictures will Avi and Erick enter in the contest?

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ pictures

Formative Instructional and Assessment Tasks

OA Task 8a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From- Change Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>The principal had 38 balloons. Some balloons popped. Then the principal had 19 balloons. How many balloons popped? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 19 balloons Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $38 - * = 19$; $19 + * = 38$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

The principal had 38 balloons. Some balloons popped. Then the principal had 19 balloons. How many balloons popped?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ balloons

Formative Instructional and Assessment Tasks

OA Task 8b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From- Change Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>12 children were on the baseball field. Some children left the baseball field to play on the swings. Then 2 more children came to the baseball field. Now there are 8 children on the baseball field. How many children left to play on the swings? Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 6 children left the baseball field Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

12 children were on the baseball field. Some children left the baseball field to play on the swings. Then 2 more children came to the baseball field. Now there are 8 children on the baseball field. How many children left to play on the swings?

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ children

Formative Instructional and Assessment Tasks

OA Task 8c

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Take From- Change Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>The zoo had 7 cows and some horses in the big pen. There were 15 animals in the big pen. Then 4 more horses ran into the big pen. How many horses are there now? Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 12 horses Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

The zoo had 7 cows and some horses in the barn. There were 15 animals in the barn. Then 4 more horses ran into the barn. How many horses are there now?

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ horses

Formative Instructional and Assessment Tasks

OA Task 9a

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart – Total Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Erick has 32 glass marbles and 21 steel marbles. How many marbles does Erick have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 53 marbles Successfully uses strategies such as making tens, basic facts, and creating easier or known sums. Equation is accurate (e.g., $32 + 21 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Erick has 32 glass marbles and 21 steel marbles. How many marbles does Erick have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ marbles

Formative Instructional and Assessment Tasks

OA Task 9b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart – Total Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Sue has some DVDs. She has 3 comedies, 4 cartoons and 11 adventures. How many DVDs does Sue have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 18 DVDs Successfully uses strategies such as basic facts and making tens. Equation is accurate (e.g., $3 + 4 + 11 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Sue has some DVDs. She has 3 comedies, 4 cartoons and 11 adventures. How many DVDs does Sue have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ DVDs

Formative Instructional and Assessment Tasks

OA Task 9c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart – Total Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Linda's cat had a litter of kittens. 3 kittens were black. 3 kittens were spotted. 2 kittens were orange. How many kittens were in the litter? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 8 kittens Successfully uses strategies such as basic facts. Equation is accurate (e.g., $3 + 3 + 2 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Linda's cat had a litter of kittens. 3 kittens were black. 3 kittens were spotted. 2 kittens were orange. How many kittens were in the litter?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ kittens

Formative Instructional and Assessment Tasks

OA Task 10a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart –Addend Unknown, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>There are 25 children on the soccer team. 15 are boys and the rest are girls. How many soccer players are girls? Write an equation that represents this problem. Use a symbol for the unknown number. Once an equation is written, say: Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 10 girls Successfully uses strategies such as making tens, creates easier or known sums, and basic facts Equation is accurate (e.g., $25 = 15 + *$; $25 - 15 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

**There are 25 children on the soccer team. 15 are boys and the rest are girls.
How many soccer players are girls?**

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ girls

Formative Instructional and Assessment Tasks

OA Task 10b	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart –Addend Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Alyssa has cats, dogs and fish for pets. She has 15 pets. She has 10 goldfish and 2 cats. How many dogs does Alyssa have? Use words, numbers or pictures to solve the problem and explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 3 dogs Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Alyssa has cats, dogs and fish for pets. She has 15 pets. She has 10 goldfish and 2 cats. How many dogs does Alyssa have?

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ dogs

Formative Instructional and Assessment Tasks

OA Task 10c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart –Addend Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Jada has some apples. 7 apples are green. 5 apples are red. 6 apples are yellow. How many apples does Jada have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 18 apples Successfully uses strategies such as making tens, creates easier or known sums, and basic facts Equation is accurate (e.g., $* = 7 + 5 + 6$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

**Jada has some apples. 7 apples are green. 5 apples are red. 6 apples are yellow.
How many apples does Jada have?**

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ apples

Formative Instructional and Assessment Tasks

OA Task 11a

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart-Both Addends Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Sally saw horses in a field. She counted 10 horses. Some horses were brown, some horses were gray, and some horses were black. How many brown, gray, and black horses did she see? Find as many different combinations as you can. Use words, numbers or pictures to explain your reasoning. Write a number sentence for each combination.</i> Prompt if needed: <i>Can you find another combination?</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Identifies one or more combinations that do not equal 10. Finds only 1 or 2 combinations, even with prompting. Relies on ‘counting all’ as primary strategy for solving the problem. One or more equations are inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Trial and Error <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Basic Facts <input type="checkbox"/> Commutative property <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other: Possible Combinations*: $1 + 1 + 8 = 10$ $1 + 2 + 7 = 10$ $1 + 3 + 6 = 10$ $1 + 4 + 5 = 10$ *Similar combinations due to the commutative property of addition.
Complete Understanding	<ul style="list-style-type: none"> Shows all 4 combinations that equal to 10, using strategies other than counting all. Provides a clear explanation. Equations are accurate. 	
Advanced Understanding	Demonstrates complete understanding and: <ul style="list-style-type: none"> Shows awareness of an emerging number pattern or records results systematically. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Sally saw horses in a field. She counted 10 horses. Some horses were brown, some horses were gray, and some horses were black. How many brown, gray, and black horses did she see?

Find as many different combinations as you can.
Use words, numbers or pictures to explain your reasoning.
Write a number sentence for each combination.

Formative Instructional and Assessment Tasks

OA Task 11b

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Put Together/Take Apart-Both Addends Unknown, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Allen has cats and dogs. He has 16 pets. If he has at least 10 cats, how many cats and dogs could he have? Find as many different ways as you can. Use words, numbers or pictures to explain your reasoning. Write a number sentence for each combination.</i> Prompt if needed: <i>Can you find another combination?</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Identifies one or more combinations that do not equal 16. Finds only 1 or 2 combinations, even with prompting. Relies on ‘counting all’ as primary strategy for solving the problem. One or more equations are inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Trial and Error <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Basic Facts <input type="checkbox"/> Commutative property <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other: Possible Combinations*: $10 + 6 = 16$ $11 + 5 = 16$ $12 + 4 = 16$ $13 + 3 = 16$ $14 + 2 = 16$ $15 + 1 = 16$ *Similar combinations due to the commutative property of addition.
Complete Understanding	<ul style="list-style-type: none"> Finds 4 or more combinations. Uses strategies other than counting. Provides a clear explanation. Equations are accurate. 	
Advanced Understanding	Demonstrates complete understanding and: <ul style="list-style-type: none"> Shows awareness of an emerging number pattern or records results systematically. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Allen has cats and dogs. He has 16 pets. If he has at least 10 cats, how many cats and dogs could he have?

Find as many different ways as you can.

Use words, numbers or pictures to explain your reasoning.

Write a number sentence for each combination.

Formative Instructional and Assessment Tasks

OA Task 12a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Difference Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Olivia has 45 sparkle markers. Makayla has 28 sparkle markers. How many more sparkle markers does Olivia have than Makayla? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 17 sparkle markers Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $45 - 28 = *$; $28 + * = 45$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Olivia has 45 sparkle markers. Makayla has 28 sparkle markers. How many more sparkle markers does Olivia have than Makayla?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ sparkle markers

Formative Instructional and Assessment Tasks

OA Task 12b

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Difference Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Zoe stood on one foot for 55 seconds. Felipe stood on one foot for 38 seconds. How many more seconds did Zoe stand on one foot than Felipe? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 17 seconds Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $55 - 38 = *$; $38 + * = 55$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

**Zoe stood on one foot for 55 seconds. Felipe stood on one foot for 38 seconds.
How many more seconds did Zoe stand on one foot than Felipe?**

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____seconds

Formative Instructional and Assessment Tasks

OA Task 12c	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Difference Unknown: More, Two-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Tyler earned 50 points at the Beanbag Toss game. Jack earned 21 points at the Beanbag Toss game. Andrew earned 20 points at the Beanbag Toss game. If Tyler and Jack put their points together, how many more points would they have than Andrew? Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 51 points Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Tyler earned 50 points at the Beanbag Toss game. Jack earned 21 points at the Beanbag Toss game. Andrew earned 20 points at the Beanbag Toss game. If Tyler and Jack put their points together, how many more points would they have than Andrew?

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ points

Formative Instructional and Assessment Tasks

OA Task 13a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Bigger Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>There are 24 more pieces of candy in the purple box than in the red box. The red box has 15 pieces of candy. How many pieces of candy are in the purple box? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 39 pieces of candy Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $24 + 15 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

There are 24 more pieces of candy in the purple box than in the red box. The red box has 15 pieces of candy. How many pieces of candy are in the purple box?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ pieces

Formative Instructional and Assessment Tasks

OA Task 13b

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Bigger Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Joe has 19 more toy cars than Larry. Larry has 8 toy cars. How many toy cars does Joe have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 27 toy cars Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $19 + 8 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Joe has 19 more toy cars than Larry. Larry has 8 toy cars. How many toy cars does Joe have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ toy cars

Formative Instructional and Assessment Tasks

OA Task 13c

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Bigger Unknown: More, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>The blue team has 5 more girls than the red team. The red team has 18 girls. How many girls are on the blue team? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 23 girls Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $* = 18 + 5$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

**The blue team has 5 more girls than the red team. The red team has 18 girls.
How many girls are on the blue team?**

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ girls

Formative Instructional and Assessment Tasks

OA Task 14a

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Difference Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Justin has 19 bottle caps. Elijah has 71 bottle caps. How many fewer bottle caps does Justin have than Elijah? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 52 bottle caps Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $71 - 19 = *$; $71 = 19 + *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Justin has 19 bottle caps. Elijah has 71 bottle caps. How many fewer bottle caps does Justin have than Elijah?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ bottle caps

Formative Instructional and Assessment Tasks

OA Task 14b

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Difference Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>The rocket puzzle has 51 pieces. The boat puzzle has 100 pieces. How many fewer puzzle pieces does the rocket puzzle have than the boat puzzle? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 49 pieces Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $100 - 51 = *$; $100 = 51 + *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

The rocket puzzle has 51 pieces. The speed boat puzzle has 100 pieces. How many fewer puzzle pieces does the rocket puzzle have than the speed boat puzzle?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ puzzle pieces

Formative Instructional and Assessment Tasks

OA Task 14c

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Difference Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Samantha has 37 beads. Andrea has 76 beads. How many fewer beads does Samantha have than Andrea? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 39 beads Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $37 + * = 76$; $76 - 37 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Samantha has 37 beads. Andrea has 76 beads. How many fewer beads does Samantha have than Andrea?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ beads

Formative Instructional and Assessment Tasks

OA Task 15a

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Smaller Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Evan has 20 fewer raisins than Kayla. Kayla has 31 raisins. How many raisins does Evan have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 11 raisins Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $31 - 20 = *$; $20 + * = 31$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Evan has 20 fewer raisins than Kayla. Kayla has 31 raisins. How many raisins does Evan have?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ raisins

Formative Instructional and Assessment Tasks

OA Task 15b

Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Compare- Smaller Unknown: Fewer, One-step</i>
Materials	SF, Pencil, Paper, counters and base ten materials available
Task	Provide materials to the student. Read the problem to the student: <i>Amanda has 14 fewer stuffed animals than Beth. Beth has 40 stuffed animals. How many stuffed animals does Amanda have? Write an equation that represents this problem. Use a symbol for the unknown number.</i> Once an equation is written, say: <i>Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 26 stuffed animals Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $40 = 14 + *$, $40 - 14 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

**Amanda has 14 fewer stuffed animals than Beth. Beth has 40 stuffed animals.
How many stuffed animals does Amanda have?**

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ stuffed animals

Formative Instructional and Assessment Tasks

OA Task 16a	
Domain	Operations and Algebraic Thinking
Cluster	Work with equal groups of objects to gain foundations for multiplication.
Standard(s)	2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
Materials	Paper, pencil, counters
Task	Provide the materials to the student. Say: <i>Is 12 an even number? Explain your reasoning with counters, pictures, numbers or words.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> States that 12 is not an even number. Student only provides justification that it “ends in a 2”. Justification does not indicate an understanding that even numbers can be made of two equal parts with no leftovers. 	Strategy (ies) Used: <input type="checkbox"/> “One-for you, One-for me” <input type="checkbox"/> Pairs objects <input type="checkbox"/> Counts by 2s <input type="checkbox"/> Uses doubles <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> States that 12 is an even number. Justification indicates an understanding that even numbers can be made of two equal parts with no leftovers. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

OA Task 16b	
Domain	Operations and Algebraic Thinking
Cluster	Work with equal groups of objects to gain foundations for multiplication.
Standard(s)	2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
Materials	Paper, pencil, objects or counters.
Task	Provide the materials to the student. Say: <i>Is 15 an even number? Explain your reasoning with counters, pictures, numbers or words.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> States that 15 is an even number. Student only provides justification that it “ends in a 5”. Justification does not indicate an understanding that odd numbers cannot be made of two equal parts. 	Strategy (ies) Used: <input type="checkbox"/> “One-for you, One-for me” <input type="checkbox"/> Pairs objects <input type="checkbox"/> Counts by 2s <input type="checkbox"/> Uses doubles <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> States that 15 is not an even number. Justification indicates an understanding that odd numbers cannot be made of two equal parts. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

OA Task 17a	
Domain	Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Work with equal groups of objects to gain foundations for multiplication. Understand place value.
Standard(s)	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
Materials	BLM- Picture of 5 by 5 array of stars, pencil, objects or counters available.
Task	Provide materials to the student. Read the problem to the student: <i>How many stars are in the box? Write an equation with equal addends to express the total.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Counts by ones to determine total amount. If skip counts, counts by groups other than 5. If skip counts, counts by 5 incorrectly. Equation does not illustrate five groups of 5. 	<u>Strategy(ies) Used:</u> <input type="checkbox"/> Skip Counts <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Equation indicates the there are five groups of 5. ($5 + 5 + 5 + 5 + 5 = 25$). Correctly determines that there are 25 stars in the box. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.



Formative Instructional and Assessment Tasks

OA Task 17b

Domain	Operations and Algebraic Thinking
Cluster	Work with equal groups of objects to gain foundations for multiplication. Understand place value.
Standard(s)	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Materials	Pencil, paper, 16 square tiles.
Task	<p>Provide the materials to the student. Read the problem to the student: <i>Use 8 tiles to make an array. Describe the array.</i> Prompt if needed: <i>How many rows are there? How many columns are there?</i> Then say: <i>Draw a picture of your array. Write an equation to illustrate your array.</i></p> <p>When the student has finished with the first array, say: <i>Use 8 more tiles to make a different array. Describe the array.</i> Prompt if needed: <i>How many rows are there? How many columns are there?</i> Then say: <i>Draw a picture of your array. Write an equation to illustrate your array.</i></p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> • Uses 8 tiles, but does not create an array. • Creates one array but does not create a second array that is different or correct. • If skip counts, counts incorrectly. • Drawing(s) does not represent array(s) created. • Equation(s) does not indicate repeated groups. 	Strategy(ies) Used: <input type="checkbox"/> Skip Counts <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> • Creates two different arrays with the tiles. • Drawings accurately represent arrays created. • Equations indicate repeated groups (e.g., $2 + 2 + 2 + 2 = 8$). 	Possible Solutions: 1 row of 8 $8 + 0$ 8 rows of 1 $1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = 8$ 4 rows of 2 $2 + 2 + 2 + 2 = 8$ 2 rows of 4 $4 + 4 = 8$

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

One-more-than - Two-more-than

Use the strategy of one-more-than and two-more- than to solve these problems.

a) $1 + 9 = \underline{\hspace{2cm}}$

b) $2 + 8 = \underline{\hspace{2cm}}$

c) $7 + 1 = \underline{\hspace{2cm}}$

d) $7 + 2 = \underline{\hspace{2cm}}$

e) $6 + 1 = \underline{\hspace{2cm}}$

f) $5 + 1 = \underline{\hspace{2cm}}$

g) $\underline{\hspace{2cm}} = 6 + 2$

h) $\underline{\hspace{2cm}} = 1 + 8$

i) $\underline{\hspace{2cm}} = 9 + 2$

j) $\underline{\hspace{2cm}} = 4 + 2$

Facts with Zero

Use the strategy of Zero Facts to solve these problems.

a) $0 + 9 = \underline{\hspace{2cm}}$

b) $0 + 8 = \underline{\hspace{2cm}}$

c) $7 + 0 = \underline{\hspace{2cm}}$

d) $4 + 0 = \underline{\hspace{2cm}}$

e) $0 + 0 = \underline{\hspace{2cm}}$

f) $5 + 0 = \underline{\hspace{2cm}}$

g) $\underline{\hspace{2cm}} = 3 + 0$

h) $\underline{\hspace{2cm}} = 0 + 1$

i) $\underline{\hspace{2cm}} = 7 + 0$

j) $\underline{\hspace{2cm}} = 2 + 0$

Doubles Plus Two

Use the strategy of Near Doubles: Plus Two to solve these problems.

a) $7 + 9 = \underline{\hspace{2cm}}$

b) $6 + 8 = \underline{\hspace{2cm}}$

c) $7 + 5 = \underline{\hspace{2cm}}$

d) $6 + 4 = \underline{\hspace{2cm}}$

e) $2 + 4 = \underline{\hspace{2cm}}$

f) $5 + 7 = \underline{\hspace{2cm}}$

g) $\underline{\hspace{2cm}} = 3 + 5$

h) $\underline{\hspace{2cm}} = 3 + 1$

i) $\underline{\hspace{2cm}} = 8 + 6$

j) $\underline{\hspace{2cm}} = 9 + 7$

Doubles Plus One

Use the strategy of Near Doubles: Plus One to solve these problems.

a) $9 + 8 = \underline{\hspace{2cm}}$

b) $7 + 8 = \underline{\hspace{2cm}}$

c) $6 + 7 = \underline{\hspace{2cm}}$

d) $4 + 5 = \underline{\hspace{2cm}}$

e) $0 + 1 = \underline{\hspace{2cm}}$

f) $5 + 6 = \underline{\hspace{2cm}}$

g) $\underline{\hspace{2cm}} = 3 + 4$

h) $\underline{\hspace{2cm}} = 1 + 2$

i) $\underline{\hspace{2cm}} = 8 + 9$

j) $\underline{\hspace{2cm}} = 2 + 3$

Make-Ten Facts

Use the strategy of Making Tens to solve these problems.

a) $7 + 9 =$ _____

b) $6 + 8 =$ _____

c) $7 + 5 =$ _____

d) $6 + 9 =$ _____

e) $8 + 4 =$ _____

f) $5 + 9 =$ _____

g) _____ $= 3 + 9$

h) _____ $= 8 + 3$

i) _____ $= 8 + 9$

j) _____ $= 7 + 8$

Doubles Plus Two

Use the strategy of Near Doubles: Plus Two to solve these problems.

a) $9 + 7 = \underline{\hspace{2cm}}$

b) $7 + 5 = \underline{\hspace{2cm}}$

c) $6 + 4 = \underline{\hspace{2cm}}$

d) $3 + 5 = \underline{\hspace{2cm}}$

e) $8 + 6 = \underline{\hspace{2cm}}$

f) $4 + 6 = \underline{\hspace{2cm}}$

g) $\underline{\hspace{2cm}} = 3 + 5$

h) $\underline{\hspace{2cm}} = 7 + 9$

i) $\underline{\hspace{2cm}} = 5 + 7$

j) $\underline{\hspace{2cm}} = 6 + 8$

Make Ten Extend-with 7

Use the strategy of Making Tens to solve these problems.

a) $9 + 7 =$ _____	b) $7 + 5 =$ _____
c) $7 + 4 =$ _____	d) $3 + 7 =$ _____
e) $7 + 6 =$ _____	f) $7 + 8 =$ _____
g) _____ $= 5 + 7$	h) _____ $= 7 + 9$
i) _____ $= 8 + 7$	j) _____ $= 7 + 4$

Making Connections

Solve.

$4 + 5 = \underline{\hspace{2cm}}$	$6 - 4 = \underline{\hspace{2cm}}$
$2 + 6 = \underline{\hspace{2cm}}$	$8 - 3 = \underline{\hspace{2cm}}$
$5 + 2 = \underline{\hspace{2cm}}$	$8 - 6 = \underline{\hspace{2cm}}$
$7 - 2 = \underline{\hspace{2cm}}$	$9 - 4 = \underline{\hspace{2cm}}$
$4 + 2 = \underline{\hspace{2cm}}$	$9 - 6 = \underline{\hspace{2cm}}$
$8 - 5 = \underline{\hspace{2cm}}$	$3 + 5 = \underline{\hspace{2cm}}$
$7 - 5 = \underline{\hspace{2cm}}$	$6 + 2 = \underline{\hspace{2cm}}$
$9 - 5 = \underline{\hspace{2cm}}$	$5 + 2 = \underline{\hspace{2cm}}$

Build Up Through Ten

Use the strategy of making tens to solve the problems.

a) $13 - 9 =$ _____	b) $15 - 9 =$ _____
c) $14 - 8 =$ _____	d) $13 - 8 =$ _____
e) $12 - 8 =$ _____	f) $11 - 8 =$ _____
g) _____ $= 14 - 9$	h) _____ $= 12 - 9$
i) _____ $= 15 - 8$	j) _____ $= 11 - 9$

Back Down Through Ten

Use the strategy of using ten to solve the problems.

a) $14 - 6 =$ _____	b) $15 - 6 =$ _____
c) $13 - 4 =$ _____	d) $14 - 5 =$ _____
e) $12 - 3 =$ _____	f) $11 - 2 =$ _____
g) _____ $= 15 - 7$	h) _____ $= 13 - 5$
i) _____ $= 14 - 6$	j) _____ $= 11 - 3$

Number and Operations in Base Ten

Formative Instructional and Assessment Tasks

NBT Task 1a

NBT Task 1a	
Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a) 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
Materials	Pencil, pre-grouped base ten materials
Task	<p>Show the student the number “247”. Ask: <i>What is this number?</i> If the student reads the number incorrectly, tell them the number. Then, say: <i>Use your base ten materials to make this number.</i> After the student is finished, ask: <i>How many hundreds did you use? How many tens did you use? How many ones did you use?</i> Then, ask: <i>Explain how do you know that you have 247?</i></p> <p>Using the remaining base ten materials say: <i>Now, use the base ten materials to make the same number in a different way.</i> After the student is finished, ask: <i>How many hundreds did you use? How many tens did you use? How many ones did you use?</i> Then, ask: <i>How do you know that you have 247?</i></p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly reads the number 247. Incorrectly builds 247 with base ten materials one or both times or is unable to think of a different way to build 247. Incorrectly identifies the correct amount of hundreds, tens, and/or ones place for one or both configurations. Explanation is minimal or only includes counting all of the materials by ones (1, 2, 3, ... 246, 247) or counting individual groups (100, 200; ten, twenty, thirty, forty; one, two, three... seven.)
Complete Understanding	<ul style="list-style-type: none"> Reads and builds 247 with base ten materials correctly in two different ways. Correctly identifies the amount of cubes in the hundreds, tens and ones place for both configurations. Explanation includes recognizing the relationship between the amount of blocks to the written number 247 (e.g., “I know that there is 247 because there are two hundreds (points to the hundreds), 40 tens (points to the tens), and 7 leftovers (points to the ones). See: two hundred-forty- seven.”)

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

NBT Task 1b

NBT Task 1b	
Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
Materials	Number 604, pre-grouped base ten materials
Task	<p>Show the number 604 to the student. Ask: <i>What is this number?</i> Say: <i>Let’s pretend we have this many cubes in front of us. Do you think that there would be enough to make a hundred? How many hundreds do you think there would be? Do you think that there would be some leftover? How many cubes do you think would be leftover?</i></p> <p>Provide the student with the pre-grouped base ten materials. Say: <i>Use these materials to build this number</i> (point to 604). After the student has finished ask: <i>How many hundreds are there? Are there some leftover? How many are leftover?</i></p> <p>Point to the digit in the hundreds place (6). Say: <i>Show me with your base ten materials this amount.</i></p> <p>Point to the digit in the tens place (0). Say: <i>Show me with your base ten materials this amount.</i></p> <p>Point to the digit in the ones place (4) and say: <i>Show me with your materials this amount.</i></p> <p>If there are still cubes left over, point to the remaining cubes and ask: <i>Why do you think there are still cubes leftover?</i></p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Inaccurately predicts the number of hundreds and/or leftovers in 604. Incorrectly builds 604 with base ten materials. Incorrectly shows the correct amount for a digit in the hundreds, tens, and/or ones place. Has cubes leftover after showing all three amounts. 	<input type="checkbox"/> Shows 600 cubes for the digit “6”. <input type="checkbox"/> Shows 0 cubes for the digit “0”.
Complete Understanding	<ul style="list-style-type: none"> Predicts 6 hundreds and 4 leftovers. Builds 604 with base ten materials correctly. Correctly shows the amount of cubes in the hundreds, tens and ones place. 	<input type="checkbox"/> Shows 4 cubes for the digit “4”.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

NBT Task 1c	
Domain	Number and Operations in Base Ten
Cluster	Understand place value. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.8 Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100-900.
Materials	Pencil, Paper <i>Optional: Provide base ten materials for the student to use to answer each question rather than asking the student to draw the blocks. Rather than circling, ask the student to point to the blocks.</i>
Task	Provide materials to the student. <ul style="list-style-type: none"> Show the number 179 to the student. Say: <i>Ruth made this number (179- Do not read number) using base ten blocks. Draw the blocks below. After the student has drawn the base ten blocks say: In your picture, circle the part of the blocks that shows this digit (point to 7).</i> Once the student has drawn a circle around the blocks, say: <i>Now add more blocks to your picture so that the value of all of the blocks is 199.</i> Once the student is finished, say: <i>Use words and numbers to explain why you think that the value of all of the blocks is now 199.</i>

Continuum of Understanding	
Developing Understanding	<ul style="list-style-type: none"> Incorrectly reads the number 179. Student attempts to draw (or model) the number 179 but does so incorrectly. Incorrectly circles an amount that does not equal 70 (e.g., circles 7 individual cubes) Incorrectly adds the amount of blocks needed to change the number to 199. Changes 179 to 199 by placing one cube at a time, counting on from 179 to 199. Explanation is minimal or inaccurate.
Complete Understanding	<ul style="list-style-type: none"> Correctly reads the number 179. Accurately draws (or models) the number 179. (Note: There are numerous ways to make this number with base ten materials. One common way is 1 hundred, 7 tens, and 9 ones.) Correctly circles 7 tens or a combination of blocks that equals 70. Changes 179 to 199 by placing 2 tens. Explanation indicates understanding of the value of each block used.

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

NBT Task 1d	
Domain	Number and Operations in Base Ten
Cluster	Understand place value. Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100-900.</p>
Materials	Pencil, Paper <i>Optional: Provide base ten materials for the student to use to answer each question rather than asking the student to draw the blocks. Rather than circling or placing a square around the materials, ask the student to point to the blocks.</i>
Task	<p>Provide materials to the student.</p> <ul style="list-style-type: none"> Show the number 543 to the student. Say: <i>Sam made the number (543- Do not read number) using base ten blocks. Draw the blocks below. After the student has drawn the base ten blocks say: In your picture, circle the part of the blocks that shows this digit (point to 5).</i> Once the student has drawn a circle around the blocks, say: <i>Now change your picture so that the value of all of the blocks is 503 (Student may put an “X” over the pieces to be removed). After the student has finished, say: Use words and numbers to explain why you think that the value of all of the blocks is now 503.</i>

Continuum of Understanding	
Developing Understanding	<ul style="list-style-type: none"> Incorrectly reads the number 543. Student attempts to draw (or model) the number 543 but does so incorrectly. Incorrectly circles an amount that does not equal 500 (e.g., circles 5 individual cubes) Incorrectly removes the amount of blocks needed to change the number to 503. Changes 543 to 503 by removing one cube at a time, counting back from 179 to 199. Explanation is minimal or inaccurate.
Complete Understanding	<ul style="list-style-type: none"> Correctly reads the number 543. Accurately draws (or models) the number 543. (Note: There are numerous ways to make this number with base ten materials. One common way is 5 hundred, 4 tens, and 3 ones.) Correctly circles 5 hundreds or a combination of blocks that equals 500. Changes 543 to 503 by removing 4 tens. Explanation indicates understanding of the value of each block used.

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

NBT Task 1e	
Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a) 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
Materials	none
Task	<p>Say: <i>What if Abigail had 80 cubes in a pile. How many tens do you think she could make? Do you think she will have any left over?</i> If the student answers “yes”, ask: <i>How many leftover cubes do you think she will have?</i></p> <p>Say: <i>What if Dylan had 604 cubes in a pile. How many hundreds do you think he could make? Do you think he will have any left over?</i> If the student answers “yes”, ask: <i>How many leftover cubes do you think he will have?</i></p>

Continuum of Understanding	
Developing Understanding	<ul style="list-style-type: none"> Incorrectly states the correct amount for one or both questions. Guesses or counts to determine number of tens, hundreds and/or left overs (e.g., holding up fingers as counts by 10s: 10, 20, 30... 80).
Complete Understanding	<ul style="list-style-type: none"> Automatically knew, without counting, that there would be 8 tens without any left over. Automatically knew, without counting, that there would be 6 hundreds and 4 left over.

Standards for Mathematical Practice	
1. Makes sense and perseveres in solving problems.	
2. Reasons abstractly and quantitatively.	
3. Constructs viable arguments and critiques the reasoning of others.	
4. Models with mathematics.	
5. Uses appropriate tools strategically.	
6. Attends to precision.	
7. Looks for and makes use of structure.	
8. Looks for and expresses regularity in repeated reasoning.	

Formative Instructional and Assessment Tasks

NBT Task 1f

Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a) 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
Materials	BLM: Number cards 3, 5 and 9, pencil
Task	Provide the materials to the student. Read the directions to the student: <i>Use the cards to make the three largest possible numbers. When you are finished, explain how you know that they are the three largest possible numbers.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Student indicates one or more incorrect numbers. Explanation does not mention or indicate an understanding of the value of each digit. (e.g., “953 is a big number.”) 	Strategy(ies) Used: <input type="checkbox"/> Trial and Error <input type="checkbox"/> Automatically placed largest card in 100s or 10s place
Complete Understanding	<ul style="list-style-type: none"> Student correctly identifies the three largest numbers (953, 935, 593). Explanation indicates an understanding of the value of each digit, and the need for the largest digit to be in the hundreds place (and in the tens place). (e.g., “I know that 953 is the largest number because 9 is the biggest number. So I put it in the hundreds place. 5 is the next biggest so I put it in the tens place.”) 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

3	5	9
3	5	9
3	5	9
3	5	9

Use the cards to make the three largest possible numbers.

--	--	--

The three largest possible numbers are:

- 1.
- 2.
- 3.

The largest number is _____.

Explain your reasoning.

Formative Instructional and Assessment Tasks

NBT Task 1g	
Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a) 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
Materials	BLM: Number cards 0, 1 and 2, pencil
Task	Provide the materials to the student. Read the directions to the student: <i>Use the cards to make the three largest possible numbers. When you are finished, explain your reasoning. Say: How you know that they are the three largest possible numbers?</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Student indicates one or more incorrect numbers. Explanation does not mention or indicate an understanding of the value of each digit. (e.g., “210 is a big number.”) 	Strategy(ies) Used: <input type="checkbox"/> Trial and Error <input type="checkbox"/> Automatically placed largest card in 100s or 10s place
Complete Understanding	<ul style="list-style-type: none"> Student correctly identifies the three largest numbers (210, 201, 120). Explanation indicates an understanding of the value of each digit, and the need for the largest digit to be in the hundreds place (and in the tens place). (e.g., “I know that 210 is the largest number because 2 is the biggest number. So I put it in the hundreds place. 1 is the next biggest so I put it in the tens place.”) 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

0	1	2
0	1	2
0	1	2
0	1	2

Formative Instructional and Assessment Tasks

NBT Task 2a	
Domain	Number and Operations in Base Ten
Cluster	Understand place value. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
Materials	SF, Pencil, Paper
Task	Provide materials to the student. Read the problem to the student: <ol style="list-style-type: none"> <i>David is counting students as they come into school. He has counted [586- do not read the number] students so far. What numbers should he say for the next 5 students? What number should David say for the 10th person after student 586? Explain your reasoning.</i> <i>Kaylee is giving away movie tickets. She had [223- do not read the number] when she started giving them away. What are the next 5 numbers that Kaylee will say as she counts backwards? After giving away 10 tickets, how many will Kaylee have? Explain how you know.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly answers one or more questions. Appears that student knew sequence, but wrote one or more numbers inaccurately by reversing order of the digits (e.g., writes 578 for 587, but continues on correctly). Explanation is minimal or indicates counting all/on as primary strategy (e.g., "I counted on from 586. 586, 587, 588, etc.). 	Solutions: <ol style="list-style-type: none"> <u>586</u>: 587, 588, 589, 590, 591 10th number: 596 <u>223</u>: 221, 220, 219, 218, 217 10th number: 213 tickets
Complete Understanding	<ul style="list-style-type: none"> Correctly answers all questions. Writes all numbers accurately. Explanation includes 10 more/10 less, without counting by ones. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

1. David is counting students as they come into school. He has counted 586 students so far. What numbers should he say for the next 5 students?

586, _____, _____, _____, _____, _____

What number should David say for the 10th person after student 586? _____
Explain your reasoning.

2. Kaylee is giving away movie tickets. She had 223 when she started giving them away. What are the next 5 numbers that Kaylee will say as she **counts backwards**?

223, _____, _____, _____, _____, _____

After giving away 10 tickets, how many tickets will Kaylee have? _____
Explain your reasoning.

Formative Instructional and Assessment Tasks

NBT Task 2b	
Domain	Number and Operations in Base Ten
Cluster	Understand place value. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
Materials	SF, Pencil, Paper
Task	Provide materials to the student. Read the problem to the student: <ol style="list-style-type: none"> <i>Adam had already counted [294- do not read the number] box tops. As he continues counting what are the next 7 numbers that he will count? When Adam counts the 10th box top, what number will he say? Explain your reasoning.</i> <i>Aldin has a pile of [504- do not read the number] pennies. As he puts them in a bag, he counts backwards. What are the next 6 numbers that he should say? After Aldin had put 10 pennies in the bag what number will he say? Explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly answers one or more questions. Appears that student knew sequence, but wrote one or more numbers inaccurately by reversing order of the digits (e.g., writes 259 for 295, but continues on correctly). Explanation is minimal or indicates counting all/on as primary strategy (e.g., “I counted on from 294. 294, 295, 296, etc.). 	Solutions: <u>1.</u> 294: 295, 296, 297, 298, 299, 300, 301 10 th number: 304 <u>2.</u> 504: 503, 502, 501, 500, 499, 498 10 th number: 494
Complete Understanding	<ul style="list-style-type: none"> Correctly answers all questions. Writes all numbers accurately. Explanation includes 10 more/10 less, without counting by ones. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

1. Adam has already counted 294 box tops. As he continues counting, what are the next 7 numbers he will count?

294, _____, _____, _____, _____, _____, _____, _____,

When Adam counts the 10th box top, what number will he say? _____
Explain your reasoning.

2. Aldin has a pile of 504 pennies. As he puts them in a bag, he counts backwards. What are the next 6 numbers that he should say?

504, _____, _____, _____, _____, _____, _____

After Aldin puts 10 pennies in the bag, what number will he say? _____
Explain your reasoning.

Formative Instructional and Assessment Tasks

NBT Task 3a

Domain	Number and Operations in Base Ten
Cluster	Understand place value. Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>
Materials	SF, Pencil, Paper
Task	<p>Provide materials to the student. Read the problem to the student in sections as appropriate.</p> <ol style="list-style-type: none"> <i>Nikki has three hundred seventy-five single stickers. Write the number of stickers in number form.</i> <i>If stickers come in sheets of 100, strips of 10, and single stickers, Nikki has: ____ sheets of 100 stickers, ____ strips of 10 stickers, ____ single stickers</i> <i>Draw a picture of the sheets, strips, and singles.</i> <i>Write the number of stickers that Nikki has in expanded form.</i> <i>If Nikki added another sheet of stickers how many stickers would she now have? Explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly writes 375. Incorrectly identifies the number of 100s, 10s, and/or ones. Picture does not accurately reflect 375. Incorrectly writes 375 in expanded form. Incorrectly determines 100 more, or does so with counting as the primary strategy (by ones, counting on, counting by tens).
Complete Understanding	<ul style="list-style-type: none"> Correctly writes 375 in both number form (375) and expanded form ($300 + 70 + 5$). Correctly identifies 3 sheets, 7 strips, and 5 singles and drawing accurately represents each amount. Correctly determines 100 more mentally or stating 100 more than 375 is 475. Primary strategy does not include counting.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

1. Nikki has three hundred seventy-five single stickers. Write the number of stickers in number form. _____
2. If stickers come in sheets of 100, strips of 10, and single stickers, Nikki has:
_____ sheets of 100 stickers
_____ strips of 10 stickers
_____ single stickers
3. Draw a picture of the sheets, strips, and singles.
4. Write the number of stickers that Nikki has in expanded form.
5. If Nikki added another sheet of stickers how many stickers would she now have?
_____ Explain your reasoning.

Formative Instructional and Assessment Tasks

NBT Task 3b

Domain	Number and Operations in Base Ten
Cluster	Understand place value. Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>
Materials	SF, Pencil, Paper
Task	<p>Provide materials to the student. Read the problem to the student in sections as appropriate.</p> <p><i>The Elementary School lunch room ordered boxes of juice. The juice came in boxes of 100, packages of 10, or single boxes. A second grader drew the picture below to show how many boxes of juice the school received.</i></p> <ol style="list-style-type: none"> <i>How many juice boxes did the lunch room order? Write the number of juice boxes in number form.</i> <i>Write the number of juice boxes using expanded form.</i> <i>The next day, the Middle School ordered 40 fewer juice boxes than the Elementary School lunch room. How many juice boxes did they order? Explain your reasoning.</i>

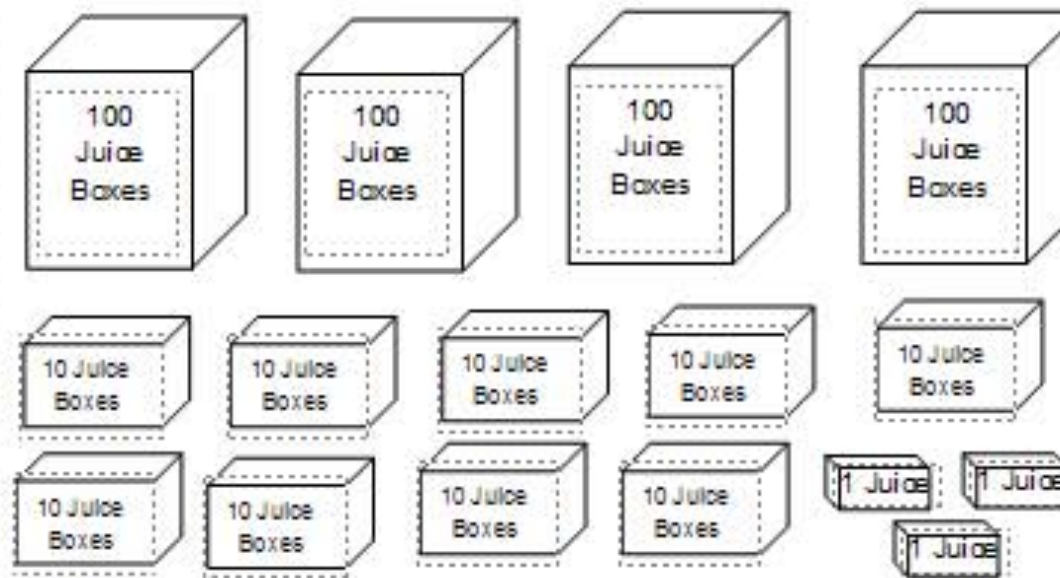
Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly writes 493. Incorrectly writes 493 in expanded form. Incorrectly determines 40 fewer, or does so with counting by ones as the primary strategy.
Complete Understanding	<ul style="list-style-type: none"> Correctly writes 493 in both number form (493) and expanded form ($400 + 90 + 3$). Correctly determines 40 fewer than 493 is 453 by using groups of tens to solve (mentally or stating 10 less or crossing off juice boxes). Primary strategy does not include counting.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

The Elementary School lunch room ordered boxes of juice. The juice came in boxes of 100, packages of 10, or single boxes. A second grader drew the picture below to show how many boxes of juice the school received.



1. How many juice boxes did the lunch room order? Write the number of juice boxes in number form. _____
2. Write the number of juice boxes using expanded form.
3. The next day, the Middle School ordered 40 **fewer** juice boxes than the Elementary School lunch room. How many juice boxes did they order? _____ Explain your reasoning.

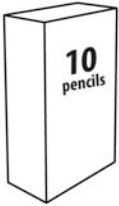
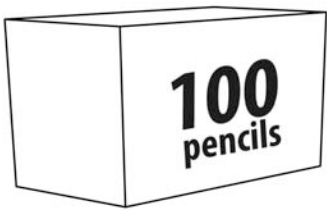
Formative Instructional and Assessment Tasks

NBT Task 3c	
Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Materials	SF, Pencil, Paper
Task	<p>Provide materials to the student. Read the problem to the student. <i>Pencils come in cases of 100, packs of 10, or as single pencils. Write the number of pencils that you have in number form and expanded form.</i></p> <p>a) 6 singles, 9 packs, and 4 cases b) 1 pack, 3 singles, and 7 cases c) 8 cases, 2 singles, and 3 packs d) 0 packs, 5 cases, and 0 singles e) 1 case, 0 singles and 4 packs f) 5 packs, 7 cases, and 0 singles g) 1 case, 0 packs, and 9 singles</p>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Errors are made either in writing the number form or expanded form. 	<p><u>Correctly writes:</u></p> <p><input type="checkbox"/> Number Form</p> <p><input type="checkbox"/> Expanded Form</p> <p><u>Solutions:</u></p> <p>a) 496, $400 + 90 + 6$ b) 713, $700 + 10 + 3$ c) 832, $800 + 30 + 2$ d) 500, $500 + 0 + 0$ e) 140, $100 + 40 + 0$ f) 750, $700 + 50 + 0$ g) 109, $100 + 0 + 9$</p>
Complete Understanding	<ul style="list-style-type: none"> Correctly solves each item in both number form and expanded form. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Pencils come in cases of 100, packs of 10, or as single pencils.



Write the number of pencils that you have in number form and expanded form.

	Number Form	Expanded Form
a) 6 singles, 9 packs, and 4 cases		
b) 1 pack, 3 singles, and 7 cases		
c) 8 cases, 2 singles, and 3 packs		
d) 0 packs, 5 cases, and 0 singles		
e) 1 case, 0 singles and 4 packs		
f) 5 packs, 7 cases, and 0 singles		

Formative Instructional and Assessment Tasks

NBT Task 3d	
Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons.</p>
Materials	SF, Pencil, Paper
Task	Provide materials to the student. Read the directions to the student: <i>Make true equations. Write a number in every space.</i> You may suggest to students to draw pictures as needed to help solve the problems.

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Errors are made either in writing the number form or expanded form. 	<u>Solutions:</u> h) 230 i) 501 j) 406 k) 900 l) 1, 0, 7 m) 10, 7 n) 107 o) 384
Complete Understanding	<ul style="list-style-type: none"> Correctly solves each item. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Make true equations. Write a number in every space.

1) 2 hundreds + 3 tens = _____

2) _____ = 5 tens + 1 hundred

3) 6 ones + 4 hundreds = _____

4) 9 hundreds = _____

5) $107 = \underline{\hspace{1cm}}$ hundred + $\underline{\hspace{1cm}}$ tens + $\underline{\hspace{1cm}}$ ones

6) $107 = \underline{\hspace{1cm}}$ tens + $\underline{\hspace{1cm}}$ ones

7) $107 = \underline{\hspace{1cm}}$ ones

8) $80 + 300 + 4 = \underline{\hspace{1cm}}$

Formative Instructional and Assessment Tasks

NBT Task 3e	
Domain	Number and Operations in Base Ten
Cluster	Understand place value.
Standard(s)	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>c. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>d. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons.</p>
Materials	SF, Pencil, Paper
Task	Provide materials to the student. Read the directions to the student: <i>Are these comparisons true or false? Circle True or False. Explain your reasoning.</i> Prompt if needed: <i>Explain why you think a comparison is true or false.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves one or more items. Explanation does not indicate an understanding of the symbols. 	<u>Solutions:</u> p) True q) False r) True
Complete Understanding	<ul style="list-style-type: none"> Correctly solves each item. Explanation indicates an understanding of the symbols and correct interpretation of each number provided. (e.g., “302 is more than 48”; “183 is less than 813 because 183 only has one hundred and 813 has 8 hundreds”; “345 is less than 400. The sentence says that 345 is greater than 400. So it’s false. 345 only has 3 hundreds.”) 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Are these comparisons true or false? Circle True or False.

Explain your reasoning.

9) 3 hundreds + 2 ones > 4 tens + 8 ones

True / False

Explain your reasoning.

10) 8 tens + 1 hundred + 3 ones < 813

True / False

Explain your reasoning.

11) 345 < 4 hundreds

True / False

Explain your reasoning.

Formative Instructional and Assessment Tasks

NBT Task 4a	
Domain	Number and Operations in Base Ten
Cluster	Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)</p>
Materials	SF, Pencil, Paper, pre-grouped base ten materials
Task	Provide the materials to the student. Read the problem to the student: <i>Annie had 360 stickers. She gave some of her stickers to Claire. Now Annie has 220 stickers. How many stickers did Annie give to Claire? Explain your reasoning with drawings, words, and/or numbers.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solve the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Properties of operations <input type="checkbox"/> Adds/subtracts hundreds & hundreds <input type="checkbox"/> Adds/subtracts tens & tens <input type="checkbox"/> Add/subtracts ones & ones <input type="checkbox"/> 10/100 more/less <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 140 stickers Successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. Explanation is logical, accurate and illustrates strategies used. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

Annie had 360 stickers. She gave some of her stickers to Claire. Now Annie has 220 stickers. How many stickers did Annie give to Claire?

Explain your reasoning with drawings, words, and/or numbers.

_____ stickers

Formative Instructional and Assessment Tasks

NBT Task 4b	
Domain	Number and Operations in Base Ten
Cluster	Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)</p>
Materials	SF, Pencil, Paper, pre-grouped base ten materials
Task	Provide the materials to the student. Read the problem to the student: <i>Michael earned \$215 during his summer paper route. His older brother earned \$335 during his summer yard business. How much did Michael and his brother earn during the summer? Explain your reasoning with drawings, words, and/or numbers.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solve the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	<u>Strategy(ies) Used:</u> <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Properties of operations <input type="checkbox"/> Adds/subtracts hundreds & hundreds <input type="checkbox"/> Adds/subtracts tens & tens <input type="checkbox"/> Add/subtracts ones & ones <input type="checkbox"/> 10/100 more/less <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: \$550 Successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. Explanation is logical, accurate and illustrates strategies used. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

Michael earned \$215 during his summer paper route. His older brother earned \$335 during his summer yard business. How much did Michael and his brother earn during the summer

Explain your reasoning with drawings, words, and/or numbers.

_____ money

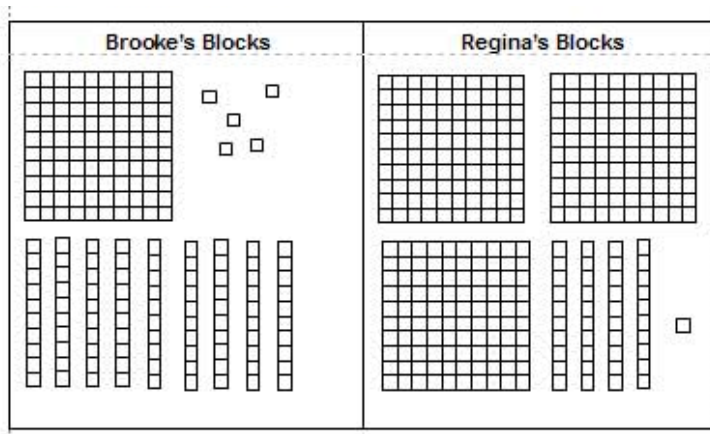
Formative Instructional and Assessment Tasks

NBT Task 4c	
Domain	Number and Operations in Base Ten
Cluster	Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)</p>
Materials	SF, Pencil, Paper
Task	<p>Provide the materials to the student. Read the problem to the student: <i>Brooke and Regina both have some base ten blocks. If they combine their blocks, how much do they have altogether? Explain your reasoning with drawings, words, and/or numbers.</i></p> <p><i>When Mary adds her blocks to Brooke's and Regina's blocks they have 700 blocks. How many blocks did Mary have? Explain your reasoning drawings, words, and/or numbers.</i></p>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves one or both problems. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Properties of operations <input type="checkbox"/> Adds/subtracts hundreds & hundreds <input type="checkbox"/> Adds/subtracts tens & tens <input type="checkbox"/> Add/subtracts ones & ones <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves both problems: 536; 164. Rather than counting, successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. Explanation is logical, accurate and illustrates strategies used. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Brooke and Regina both have some base ten blocks.



1. If they combine their blocks, how much do they have altogether? _____

Explain your reasoning with drawings, words, and/or numbers.

2. When Mary adds her blocks to Brooke's and Regina's blocks they have 700 blocks.

How many blocks did Mary have? _____

Explain your reasoning with drawings, words, and/or numbers.

Formative Instructional and Assessment Tasks

NBT Task 4d	
Domain	Number and Operations in Base Ten
Cluster	Use place value understanding and properties of operations to add and subtract.
Standard(s)	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)</p>
Materials	SF, Pencil, Paper, pre-grouped base ten materials
Task	<p>Provide the materials to the student. Read the problem to the student: <i>Sunshine Elementary has 216 first graders and 278 second graders. All of the first and second graders are on the playground. How many students are on the playground? Explain your reasoning with drawings, words, and/or numbers.</i></p> <p><i>Of all the first and second graders on the playground, one hundred of the students were playing on the blacktop. The rest of the students were playing on the field. How many students were playing in the field? Explain your reasoning drawings, words, and/or number and write an equation to match the situation.</i></p>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves one or both problems. Relies on counting as primary strategy for solving problems. One or both explanations are lacking in detail or non-existent. Equation is inaccurate. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Properties of operations <input type="checkbox"/> Adds/subtracts hundreds & hundreds <input type="checkbox"/> Adds/subtracts tens & tens <input type="checkbox"/> Add/subtracts ones & ones <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves both problems: <ul style="list-style-type: none"> 494 students on the playground 394 students were playing on the field. Rather than counting, successfully uses strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, and/or mentally adds/subtracts 100. Explanations are logical, accurate and illustrate strategies used. Equation is accurate (e.g., $494 - 100 = 394$). 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Sunshine Elementary has 216 first graders and 278 second graders. All of the first and second graders are on the playground. How many students are on the playground?

Explain your reasoning with drawings, words, and/or numbers.

_____ students are on the playground.

Of all the first and second graders on the playground, one hundred of the students were playing on the blacktop. The rest of the students were playing on the field. How many students were playing in the field?

Explain your reasoning with drawings, words, and/or numbers.

_____ students were not playing on the field.

Write an equation to match the situation.

Measurement and Data

Formative Instructional and Assessment Tasks

MD Task 1a

Domain	Measurement and Data
Cluster	Measure and estimate lengths in standard units
Standard(s)	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Materials	String measuring 8 inches in length, ruler, yardstick, meter stick, measuring tape
Task	Show the student the materials. Say: <i>I have a piece of string. What tool do you think we should use to measure the length of the string?</i> After the student selects a tool ask: <i>Why did you choose that tool?</i> After the student provides an explanation, say: <i>Use your tool to measure how long the string is. How long is the string?</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Does not select a ruler. Selects a ruler but doesn't provide a reasonable explanation. Inaccurately measures the length of the string.
Complete Understanding	<ul style="list-style-type: none"> Selects a ruler. Explanation includes an understanding that the string is a relatively short object and a ruler is an appropriate tool for shorter measurements (may state that all of the tools <i>could</i> be used to measure the string). Measures the length of the string accurately, aligning the starting point of the ruler with the end of the string. States that the string is 8 inches in length.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

MD Task 1b

Domain	Measurement and Data
Cluster	Measure and estimate lengths in standard units
Standard(s)	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Materials	pencil
Task	Say, <i>Maria wants to measure the length of the hallway outside of her classroom. She has a ruler and a yardstick. Which tool do you think she should use? Explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> • Incorrectly states that the ruler would be the more appropriate tool. • Recognizes that a yardstick is longer than a ruler, but the explanation is weak or nonexistent. • Does not recognize that the yardstick is longer than the ruler, but the justification indicates an understanding of the need for a longer tool for longer lengths/distances.
Complete Understanding	<ul style="list-style-type: none"> • States that the yardstick would be the more appropriate tool. • Recognizes that a yardstick is longer than a ruler. • Provides an explanation that clearly justifies the use of a yardstick for longer lengths/distances.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

MD Task 2a

Domain	Measurement and Data
Cluster	Measure and estimate lengths in standard units
Standard(s)	2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
Materials	Book that measures less than 12 inches, pencil, ruler (centimeters), 12 large paperclips
Task	<p>Provide materials to the student. Read the problem to the student: <i>Measure the length (or width) of the book in centimeters. About how many centimeters is the book?</i></p> <p><i>Now measure the book using these paperclips. About how many paperclips did you need to measure the length (or width) of the book?</i></p> <p><i>Are your two measurements the same or different? Why do you think that you have two “repeat student answer (same/different)” measurements?</i></p> <p>NOTE: Depending on the size of the book and the size of the paper clips used, the student may need to state measurement as “about 24 centimeters” or “about 8 paperclips”.</p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly measures one or both items. Provides justification that is weak or minimal. Provides justification, but does not indicate an understanding of why the measurement results were different.
Complete Understanding	<ul style="list-style-type: none"> Accurately measures the book with both units of measure. Provides detailed justification that indicates an understanding that the smaller the unit of measure, the more that unit is needed (compensatory principle).

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

MD Task 2b

Domain	Measurement and Data
Cluster	Measure and estimate lengths in standard units.
Standard(s)	2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
Materials	none
Task	Molly measured the length of their class book and reported that it was “7”. Evan measured the length of the same class book and said that it was really “14”. The teacher said that they were both correct. Use words, numbers, and pictures to explain why the teacher said that both Molly and Evan were right.

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Justification does not indicate an understanding that different units of measure were used.
Complete Understanding	<ul style="list-style-type: none"> Provides detailed justification that indicates an understanding that more smaller units of measure are needed to cover a given length than larger units of measure (compensatory principle).

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

MD Task 3a

Domain	Measurement and Data
Cluster	Measure and estimate lengths in standard units.
Standard(s)	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Materials	SF, pencil, centimeter ruler
Task	Provide materials to the student. Read the problem: <i>How many centimeters do you think the length of pencil A is? Write your estimate. How many centimeters do you think the length of pencil B is? Write your estimate. Measure the length of pencil A and pencil B in centimeters. Which pencil is the longest? How many more centimeters does the short pencil need to be so that it is the same length as the long pencil?</i>

Continuum of Understanding	
Developing Understanding	<ul style="list-style-type: none"> Measures one or both of the pencils incorrectly. Measures both pencils correctly, but incorrectly determines the difference between the lengths.
Complete Understanding	<ul style="list-style-type: none"> Measures both pencils correctly: Pencil A, 14 centimeters; Pencil B, 18 centimeters Determines the difference between the two lengths correctly: 4 centimeters.
<input type="checkbox"/> Uses the ruler correctly, lining up the end of the pencil with the zero point on the ruler. <u>Solved “How Many More” by:</u> <input type="checkbox"/> Counting up <input type="checkbox"/> Counting back <input type="checkbox"/> Basic fact <input type="checkbox"/> Doubles <input type="checkbox"/> Other	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

Pencil A:

What is your estimate? _____

How many centimeters do you think the length is? _____



I measured the pencil. It is _____ centimeters long.

Pencil B:

What is your estimate? _____

How many centimeters do you think the length is? _____



I measured the pencil. It is _____ centimeters long.

Which pencil is the longest? _____

How many more centimeters does the short pencil need to be so that it is the same length as the long pencil? _____

Explain your reasoning:

Formative Instructional and Assessment Tasks

MD Task 3b

Domain	Measurement and Data
Cluster	Measure and estimate lengths in standard units
Standard(s)	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Materials	SF, Pencil, ruler
Task	<p>Provide materials to the student. Say: <i>Anthony the Ant took this path to get to food</i> (point to path at top of page). <i>How many inches do you think Anthony the Ant will need to crawl? Write your estimate.</i></p> <p><i>Caleb the Caterpillar took this path to get to food</i> (point to path at top of page). <i>How many inches do you think Caleb the Caterpillar will need to crawl. Write your estimate.</i></p> <p><i>Measure both paths with a ruler. How many inches did Anthony the Ant take? Write your measurement. How many inches did Caleb the Caterpillar take? Write your measurement.</i></p> <p><i>How many more inches did Caleb the Caterpillar crawl than Anthony the Ant? Use numbers, pictures, or words to show your thinking.</i></p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> • Makes estimates, but one or both are extreme (e.g., 30 inches for one path). • Inaccurately measures one or both paths. • Accurately measures both paths, but incorrectly determines how much longer one path is than another. 	<input type="checkbox"/> Uses the ruler correctly, lining up the end of the path with the zero point on the ruler. <u>Solved “How Many More” by:</u> <input type="checkbox"/> Counting up <input type="checkbox"/> Counting back <input type="checkbox"/> Basic fact <input type="checkbox"/> Other
Complete Understanding	<ul style="list-style-type: none"> • Estimates are reasonable. • Accurately measures both paths. • Correctly determines how much longer one path is than another. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____

Anthony the Ant



My Estimate: _____

I measured: _____

Caleb the Caterpillar



My Estimate: _____

I measured: _____

How many more inches did Caleb the Caterpillar crawl than Anthony the Ant?
Use numbers, pictures, or words to show your thinking.

Caleb the Caterpillar crawled _____ more inches than Anthony the Ant.

Formative Instructional and Assessment Tasks

MD Task 4a

Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Relate addition and subtraction to length. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Add To-Start Unknown, One-step</i>
Materials	SF, Cubes or counters, pencil
Task	Provide materials to the student. Read the problem to the student: <i>The teacher measured some fabric for a quilt. Then, she measured 10 more feet of fabric. Now she had 45 feet of fabric. How many feet of fabric did the teacher measure before? Write an equation that represents this problem. Use a symbol for the unknown number. Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> 10 more/less <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 35 feet of fabric Successfully uses strategies such as making tens, 10 more than/less than, and basic facts. Equation is accurate (e.g., $10 + * = 45$; $45 - 10 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

The teacher measured some fabric for a quilt. Then, she measured 10 more feet of fabric. Now she had 45 feet of fabric. How many feet of fabric did the teacher measure before?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ feet

Formative Instructional and Assessment Tasks

MD Task 4b

Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Relate addition and subtraction to length. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Take From-Start Unknown, One-step</i>
Materials	SF, Cubes or counters, pencil
Task	Provide materials to the student. Read the problem to the student: <i>Grace measured a piece of string for the nature walk. She thought that it was too long, so she cut off 36 inches. Then her string was 30 inches. How many inches was Grace's string before she cut it? Write an equation that represents this problem. Use a symbol for the unknown number. Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 66 inches Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $* - 36 = 30$; $30 + 36 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Grace measured a piece of string for the nature walk. She thought that it was too long, so she cut off 36 inches. Then her string was 30 inches. How many inches was Grace's string before she cut it?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ inches

Formative Instructional and Assessment Tasks

MD Task 4c

Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Relate addition and subtraction to length. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Compare- Smaller Unknown: More, One-step</i>
Materials	SF, Cubes or counters, pencil
Task	Provide materials to the student. Read the problem to the student: <i>On the playground, Grace threw the ball 3 more feet than Ella. Grace threw the ball 21 feet. How far did Ella throw the ball? Write an equation that represents this problem. Use a symbol for the unknown number. Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 31 bracelets Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $21 + 3 = *$) Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

On the playground, Grace threw the ball 3 more feet than Ella. Grace threw the ball 21 feet. How far did Ella throw the ball?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

_____ feet

Formative Instructional and Assessment Tasks

MD Task 4d	
Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Relate addition and subtraction to length. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Compare-Bigger Unknown: Fewer, One-step</i>
Materials	SF, Cubes or counters, pencil
Task	Provide materials to the student. Read the problem to the student: <i>Martina ran 9 fewer yards than Nicole. Nicole ran for 21 yards. How many yards did Martina run? Write an equation that represents this problem. Use a symbol for the unknown number. Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding		
Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 12 yards Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $21 + 9 = *$) Explanation is clear. 	

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Martina ran 9 fewer yards than Nicole. Nicole ran for 21 yards. How many yards did Martina run?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ yards

Formative Instructional and Assessment Tasks

MD Task 6a

Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Relate addition and subtraction to length. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2,..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Compare-Difference Unknown: More, One-step</i>
Materials	SF, pencil
Task	Provide materials to the student. Read the problem to the student: <i>The 2nd graders had a jumping contest. Mary jumped 38 inches. Sue jumped 55 inches. How much farther did Sue jump than Mary? Use a number line to solve. Use numbers and words to show your thinking.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Attempts to draw a number line but is unable to represent spaces accurately. Solves the problem incorrectly. Draws the number line inaccurately. Justification is weak and/or does not accurately represent the strategy used on the number line. 	Strategy(ies) Used: <input type="checkbox"/> Makes Tens <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Basic Facts <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 17 inches Represents numbers as lengths on a number line with equally spaced points corresponding to necessary numbers. Uses the number line as a tool to solve the problem accurately. The justification is clear and accurately represents the strategy used on the number line. 	

Standards for Mathematical Practice

1. Makes and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

The 2nd graders had a jumping contest. Mary jumped 38 inches. Sue jumped 55 inches. How much farther did Sue jump than Mary?

Use a number line to solve.

Use numbers and words to show your thinking.

_____ inches

Formative Instructional and Assessment Tasks

MD Task 6b

Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Relate addition and subtraction to length. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2,..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Add To-Result Unknown, One-step</i>
Materials	SF, pencil
Task	Provide materials to the student. Read the problem to the student: <i>Imani found 27 pinecones in the woods. Then she found 24 more pinecones. How many pinecones did Imani find? Use a number line to solve. Use numbers and words to show your thinking.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Attempts to draw a number line but is unable to represent spaces accurately. Solves the problem incorrectly. Draws the number line inaccurately. Justification is weak and/or does not accurately represent the strategy used on the number line. 	Strategy(ies) Used: <input type="checkbox"/> Makes Tens <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Basic Facts <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 51 pinecones Represents numbers as lengths on a number line with equally spaced points corresponding to necessary numbers. Uses the number line as a tool to solve the problem accurately. The justification is clear and accurately represents the strategy used on the number line. 	

Standards for Mathematical Practice

1. Makes and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

**Imani found 27 pinecones in the woods. Then she found 24 more pinecones.
How many pinecones did Imani find?**

Use a number line to solve.
Use numbers and words to show your thinking.

_____ pinecones

Formative Instructional and Assessment Tasks

MD Task 6c

Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Relate addition and subtraction to length. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2,..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Take From-Result Unknown, One-step</i>
Materials	SF, pencil
Task	Provide materials to the student. Read the problem to the student: <i>Emmanuel poured 43 candies in the jar. His sister took 13 candies out of the jar. How many candies are now in the jar? Use a number line to solve. Use numbers and words to show your thinking.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Attempts to draw a number line but is unable to represent spaces accurately. Solves the problem incorrectly. Draws the number line inaccurately. Justification is weak and/or does not accurately represent the strategy used on the number line. 	Strategy(ies) Used: <input type="checkbox"/> Makes Tens <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Basic Facts <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 30 candies Represents numbers as lengths on a number line with equally spaced points corresponding to necessary numbers. Uses the number line as a tool to solve the problem accurately. The justification is clear and accurately represents the strategy used on the number line. 	

Standards for Mathematical Practice

1. Makes and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Emmanuel poured 43 candies in the jar. His sister took 13 candies out of the jar. How many candies are now in the jar?

Use a number line to solve.
Use numbers and words to show your thinking.

_____ candies

Formative Instructional and Assessment Tasks

MD Task 7a

Domain	Measurement and Data
Cluster	Work with time and money
Standard(s)	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Materials	BLM-clocks, small clock with movable hour and minute hands, pencil
Task	<p>Read aloud each problem to the student and show each card as appropriate.</p> <p><i>Task A: Ella's class goes to lunch at this time (time shows 12:15 pm). What time does Ella's class go to lunch? (twelve-fifteen) What is another way to say this same time? (quarter past 12). Show this time on your clock (student moves hands on clock to make the time).</i></p> <p><i>Task C: Sam eats dinner at this time (clock shows 6:30). What time does Sam eat dinner? (six-thirty) What is another way to say this same time? (half-past six). Write this time on the digital clock. Be sure to also use a.m. or p.m. (6:30 p.m.).</i></p>

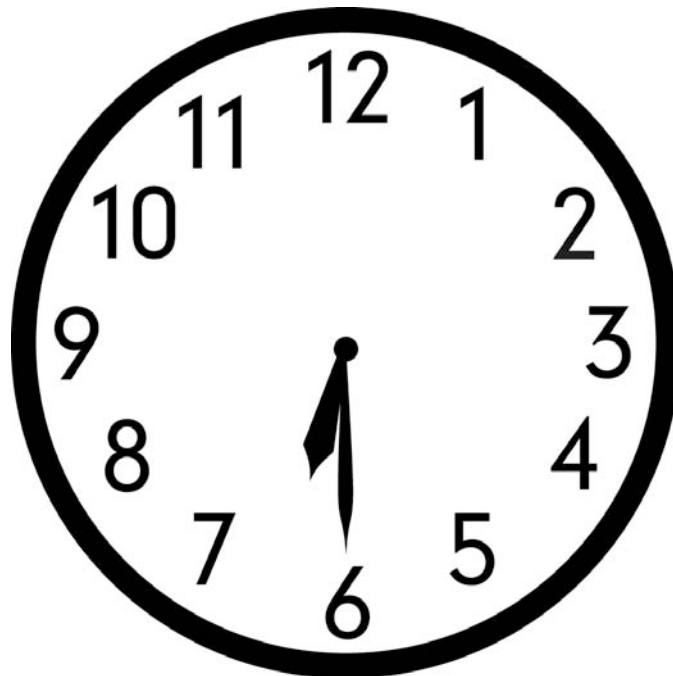
Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly tells one or more times. Verbally tells the time in at least one way correctly, but not two. Reads one type of clock, but not the other. Indicates a.m./p.m. incorrectly. 	<input type="checkbox"/> States the time for a digital clock. <input type="checkbox"/> States the time for an analog clock. <input type="checkbox"/> Writes the time. <input type="checkbox"/> Moves hands to show the time. <input type="checkbox"/> Uses a.m. and p.m. correctly.
Complete Understanding	<ul style="list-style-type: none"> Tells the time for both an analog and digital clock in two ways. Correctly writes the time for a digital clock. Correctly shows the time with an analog clock. 	<p><u>Complete Understanding:</u></p> <input type="checkbox"/> quarter past <input type="checkbox"/> half-past <input type="checkbox"/> 30 minutes after/before <input type="checkbox"/> o'clock

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

12:15



Formative Instructional and Assessment Tasks

MD Task 7b

Domain	Measurement and Data
Cluster	Work with time and money
Standard(s)	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Materials	SF, pencil
Task	Provide the materials to the student. Read the problem to the student: <i>What time is shown on the clock? Write the time next to the clock.</i> After the student has finished writing the time, read the next part of the problem to the student: <i>What time is shown on the clock? Draw the hands to show the time of the clock.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly tells one or more times. Reads one type of clock, but not the other.
Complete Understanding	<ul style="list-style-type: none"> Tells the time for both an analog and digital clock correctly. Correctly writes the time for a digital clock. Correctly shows the time with an analog clock.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Student Name _____ School Year _____ Teacher Name _____

Second Grade Formative Instructional and Assessments Tasks
Documentation Form

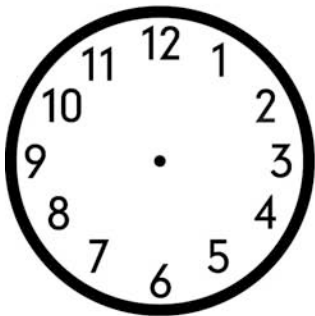
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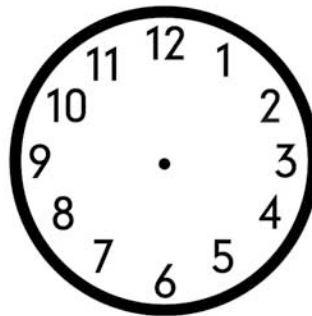




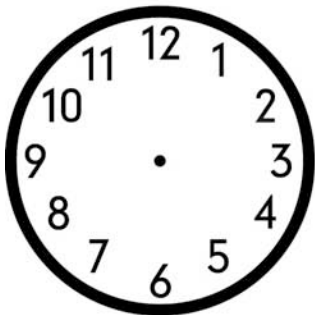




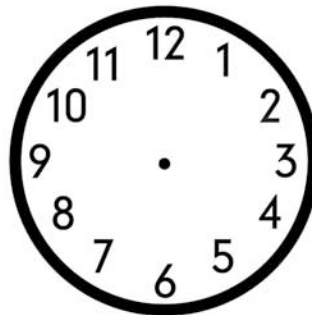
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Second Grade Formative Instructional and Assessments Tasks
Documentation Form

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Formative Instructional and Assessment Tasks

MD Task 8a

Domain	Measurement and Data Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Work with time and money. Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. <i>Put Together/Take Apart-Addend Unknown, One-step</i>
Materials	SF, pencil
Task	Provide the materials to the student. Read the problem to the student: <i>Jordan found five coins at the bottom of his bookbag. Three are dimes and two are nickels. How much money did Jordan find? Explain your reasoning with numbers and words.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly identifies the value of a dime/nickel. Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other: Knows value of: <input type="checkbox"/> Dime <input type="checkbox"/> Nickel
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 40¢ Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Explanation indicates understanding of the value of the coins and illustrates strategies used to solve the problem. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Jordan found five coins at the bottom of his book bag. Three are dimes and two are nickels. How much money did Jordan find?

Explain your reasoning with numbers and words.

_____ money

Formative Instructional and Assessment Tasks

MD Task 8b

Domain	Measurement and Data Operations and Algebraic Thinking
Cluster	Work with time and money. Represent and solve problems involving addition & subtraction.
Standard(s)	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Compare-Difference Unknown: More, One-step</i>
Materials	SF, pencil
Task	Provide the materials to the student. Read the problem to the student: <i>The First Grade classes raised \$56 during the school fund raiser. The Second Grade classes raised \$84 during the school fund raiser. How much more money did the Second Grade classes raise than the First Grade Classes? Write an equation that represents this problem. Use a symbol for the unknown number. Solve the problem and use words, numbers or pictures to explain your reasoning.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Equation is inaccurate. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: \$28 Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Equation is accurate (e.g., $\\$84 = \\$56 + *$; $\\$84 - \\$56 = *$). Explanation is clear. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

The First Grade classes raised \$56 during the school fund raiser. The Second Grade classes raised \$84 during the school fund raiser. How much more money did the Second Grade classes raise than the First Grade Classes?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

_____ money

Formative Instructional and Assessment Tasks

MD Task 8c

Domain	Measurement and Data Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Work with time and money. Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. <i>Put Together/Take Apart- Addend Unknown, Two-step</i>
Materials	SF, pencil
Task	Provide the materials to the student. Read the problem to the student: <i>Tyler opened his piggy bank. He counted 67¢. He found two quarters, one dime, and some pennies. How many pennies did Tyler find? Explain your reasoning with numbers and words.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly identifies the value of one or more coins. Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 7 pennies or 7¢ Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Explanation indicates understanding of the value of the coins and illustrates strategies used to solve the problem. 	Knows value of: <input type="checkbox"/> Quarter <input type="checkbox"/> Dime <input type="checkbox"/> Penny

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Tyler opened his piggy bank. He counted 67¢. He found two quarters, one dime, and some pennies. How many pennies did Tyler find?

Explain your reasoning with numbers and words.

_____ pennies

Formative Instructional and Assessment Tasks

MD Task 8d

Domain	Measurement and Data Operations and Algebraic Thinking Number and Operations in Base Ten
Cluster	Work with time and money. Represent and solve problems involving addition & subtraction. Use place value understanding and properties of operations to add and subtract.
Standard(s)	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. <i>Put Together/Take Apart-Total Unknown, Two-step</i>
Materials	SF, pencil
Task	Provide the materials to the student. Read the problem to the student: <i>Joel went to the store and bought three items. He bought a pencil for a dime, an eraser for 38¢, and a pencil sharpener for a quarter. How much money did Joel spend at the store? Explain your reasoning with numbers and words.</i>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly identifies the value of a quarter and/or dime. Incorrectly solves the problem. Relies on counting as primary strategy for solving problem. Explanation is lacking in detail or non-existent. 	Strategy(ies) Used: <input type="checkbox"/> Counting All <input type="checkbox"/> Counting On <input type="checkbox"/> Makes Tens <input type="checkbox"/> Basic Facts <input type="checkbox"/> Creates easier or known sums <input type="checkbox"/> Doubles <input type="checkbox"/> Doubles +/- 1, 2 <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly solves the problem: 73¢ Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. Explanation indicates understanding of the value of the coins and illustrates strategies used to solve the problem. 	Knows value of: <input type="checkbox"/> Dime <input type="checkbox"/> Quarter

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Joel went to the store and bought three items. He bought a pencil for a dime, an eraser for 38¢, and a pencil sharpener for a quarter. How much money did Joel spend at the store?

Explain your reasoning with numbers and words.

_____ pennies

Formative Instructional and Assessment Tasks

MD Task 9a

Domain	Measurement and Data
Cluster	Represent and interpret data.
Standard(s)	2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
Materials	SF, pencil
Task	<p>Provide the materials to the student. Read the problem to the student: <i>Sarah measured a handful of ribbons to the nearest inch. She wrote down each ribbon's measurement in a table. Make a line plot to represent the data.</i></p> <p>After the student has created the line plot and transferred the data say: <i>Look at your data. How many pieces of string did Sarah measure? Write your answer. How much longer in inches is the longest piece of string compared to the shortest piece of string? Write your answer.</i></p>

Continuum of Understanding

Continuum of Understanding																											
Developing Understanding	<ul style="list-style-type: none">Incorrectly creates a line plot.Inaccurately transfers the data collected to a line plot.Answers one or both questions about the data incorrectly.	Solution:																									
		<table><tr><td>4</td><td></td><td>X</td><td></td><td></td></tr><tr><td>3</td><td></td><td>X</td><td></td><td>X</td></tr><tr><td>2</td><td>X</td><td>X</td><td></td><td>X</td></tr><tr><td>1</td><td>X</td><td>X</td><td>X</td><td>X</td></tr><tr><td></td><td>1 inch</td><td>2 inches</td><td>3 inches</td><td>4 inches</td></tr></table>			4		X			3		X		X	2	X	X		X	1	X	X	X	X		1 inch	2 inches
4		X																									
3		X		X																							
2	X	X		X																							
1	X	X	X	X																							
	1 inch	2 inches	3 inches	4 inches																							
Complete Understanding	<ul style="list-style-type: none">Correctly uses one “x” for each count, transferring the data to the line plot correctly.Correctly answers the questions: 10 pieces of string, 3 inches																										

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Sarah measured a handful of ribbons to the nearest inch. She wrote down each ribbon’s measurement in a table.

Sarah’s Ribbon Measurements									
4	4	2	2	2	3	1	4	2	1

Make a line plot to represent the data.

Sarah’s Ribbon Measurements				
4				
3				
2				
1				
	1 inch	2 inches	3 inches	4 inches

How many pieces of string did Sarah measure? _____

How much longer is the longest piece of string compared to the shortest piece of string? _____











Formative Instructional and Assessment Tasks

MD Task 9b	
Domain	Measurement and Data
Cluster	Represent and interpret data.
Standard(s)	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
Materials	SF, ruler (inches), pencil
Task	Provide the materials to the student. Read the problem to the student: <i>Use a ruler to measure the length of each pencil and write the measurement next to each pencil. Use the blank line plot to display your data. What do you notice about your data? Describe your data in at least 3 different ways.</i>

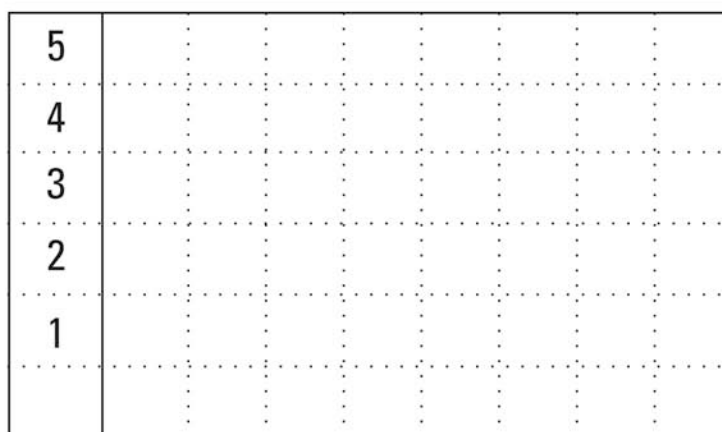
Continuum of Understanding												
Developing Understanding	<ul style="list-style-type: none">Measures one or more pencils inaccurately.Incorrectly creates a line plot.Inaccurately transfers the data collected to a line plot.Describes the data inaccurately or in only 1-2 different ways.	<div><input type="checkbox"/> Uses the ruler correctly, lining up the end of the pencil with the zero point on the ruler.</div> <div><input type="checkbox"/> The categories on the line plot are labeled.</div> <div><input type="checkbox"/> One “x” is used for each count on the line plot.</div> <div><u>Pencil Measurement Solutions:</u><table><tr><td>1. 3 in.</td><td>2. 2 in.</td></tr><tr><td>3. 6 in.</td><td>4. 4 in.</td></tr><tr><td>5. 7 in.</td><td>6. 4 in.</td></tr><tr><td>7. 3 in.</td><td>8. 8 in.</td></tr><tr><td>9. 4 in.</td><td>10. 6 in.</td></tr></table></div>	1. 3 in.	2. 2 in.	3. 6 in.	4. 4 in.	5. 7 in.	6. 4 in.	7. 3 in.	8. 8 in.	9. 4 in.	10. 6 in.
1. 3 in.	2. 2 in.											
3. 6 in.	4. 4 in.											
5. 7 in.	6. 4 in.											
7. 3 in.	8. 8 in.											
9. 4 in.	10. 6 in.											
Complete Understanding	<ul style="list-style-type: none">Measures each pencil correctly.Creates a line plot with categories that are labeled and uses one “x” for each count.Transfers the data to the line plot correctly.Describes the data accurately in at least 3 different ways (e.g., states amount for each category, notices similarities and differences between category counts, identifies total number of pencils measured, compares categories- more/less)											

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Measure the length of each pencil to the nearest inch.

1.		<input type="text" value="in."/>
2.		<input type="text" value="in."/>
3.		<input type="text" value="in."/>
4.		<input type="text" value="in."/>
5.		<input type="text" value="in."/>
6.		<input type="text" value="in."/>
7.		<input type="text" value="in."/>
8.		<input type="text" value="in."/>
9.		<input type="text" value="in."/>
10.		<input type="text" value="in."/>

Use the blank line plot to display your data. Describe your data in at least 3 different ways.



Formative Instructional and Assessment Tasks

MD Task 9c

Domain	Measurement and Data
Cluster	Represent and interpret data.
Standard(s)	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
Materials	SF, ruler (centimeter), pencil
Task	Provide the materials to the student. Read the problem to the student: <i>Use a ruler to measure the length of each crayon to the nearest centimeter and write the measurement next to each crayon. Use the blank line plot to display your data. What do you notice about your data? Describe your data in at least 3 different ways.</i>


Continuum of Understanding


Continuum of Understanding												
Developing Understanding	<ul style="list-style-type: none">Measures one or more crayons inaccurately.Incorrectly creates a line plot.Inaccurately transfers the data collected to a line plot.Describes the data inaccurately or in only 1-2 different ways.	<div><input type="checkbox"/> Uses the ruler correctly, lining up the end of the pencil with the zero point on the ruler.</div> <div><input type="checkbox"/> The columns on the line plot are labeled sequentially.</div> <div><input type="checkbox"/> One “x” is used for each count on the line plot.</div>										
Complete Understanding	<ul style="list-style-type: none">Measures each crayon correctly.Creates a line plot with columns that are labeled sequentially.Correctly uses one “x” for each count.Transfers the data to the line plot correctly.Describes the data accurately in at least 3 different ways (e.g., states amount for each category, notices similarities and differences between category counts, identifies total number of pencils measured, compares categories- more/less)	<div>Crayon Measurement Solutions:</div> <table><tr><td>11. 7 cm</td><td>12. 10 cm</td></tr><tr><td>13. 9 cm</td><td>14. 8 cm</td></tr><tr><td>15. 7 cm</td><td>16. 13 cm</td></tr><tr><td>17. 8 cm</td><td>18. 7 cm</td></tr><tr><td>19. 13 cm</td><td>20. 7 cm</td></tr></table>	11. 7 cm	12. 10 cm	13. 9 cm	14. 8 cm	15. 7 cm	16. 13 cm	17. 8 cm	18. 7 cm	19. 13 cm	20. 7 cm
11. 7 cm	12. 10 cm											
13. 9 cm	14. 8 cm											
15. 7 cm	16. 13 cm											
17. 8 cm	18. 7 cm											
19. 13 cm	20. 7 cm											


Standards for Mathematical Practice


1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.


Measure the length of each crayon to the nearest centimeter.


1. 


2. 


3. 


4. 


5. 

6. 

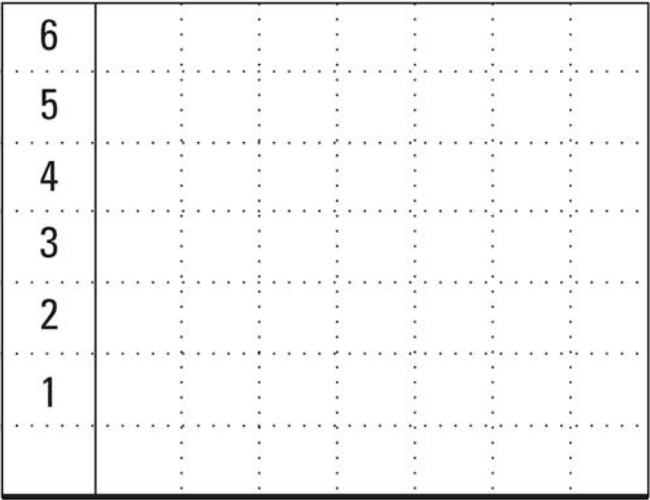
7. 

8. 

9. 

10. 

Use the blank line plot to display your data. Describe your data in at least 3 different ways.



Formative Instructional and Assessment Tasks

MD Task 10a

Domain	Measurement and Data
Cluster	Represent and interpret data.
Standard(s)	2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Materials	SF, pencil
Task	<p>Provide the materials to the student. Read the problem to the student: <i>Juan measured a handful of markers to the nearest inch. He wrote down each marker's measurement in a table. Make a bar graph to represent the data.</i></p> <p>After the student has created the bar graph and transferred the data say: <i>Look at your data. How many markers did Juan measure?</i> Then say: <i>Describe your data in at least 2 different ways.</i></p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly creates a bar graph. Inaccurately transfers the data collected to a bar graph. Determines the total number of markers as an amount other than 10. Description of data is minimal or incorrect.
Complete Understanding	<ul style="list-style-type: none"> Correctly transfers the data to the bar graph correctly. Correctly answers the question: 10 pencils Describes the data in at least 2 different ways (e.g., states amount for each category, notices similarities and differences between category counts, compares categories-more/less)

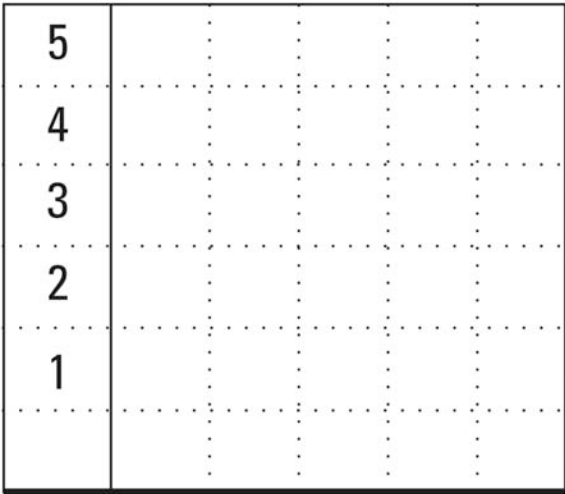
Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
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3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Juan measured a handful of markers to the nearest inch. He wrote down each marker’s measurement in a table.

Juan’s Marker Measurements									
9	5	6	8	9	6	8	8	8	8

Make a bar graph to represent the data.



How many markers did Juan measure? _____

Describe your data in at least 2 different ways.

Formative Instructional and Assessment Tasks

MD Task 10b

Domain	Measurement and Data
Cluster	Represent and interpret data.
Standard(s)	2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Materials	SF, pencil
Task	<p>Provide materials to the student. Read the problem to the student: <i>Look at the table below. Mr. Miller's class made a survey of their favorite pizza topping. Use the data from the survey to create a bar graph. How many students are in the class? Which pizza topping is the most favorite? Which pizza topping is the least favorite? How many more students like pepperoni than mushroom?</i></p> <p><i>The students from Mr. Miller's class used the survey to help order pizza for lunch. The pizza shop was out of sausage. So, the students who liked sausage decided to get pepperoni instead. How many students had pepperoni on their pizza?</i></p>

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Transfers the survey data to a bar graph. Incorrectly labels the bar graph. Answers one or more questions incorrectly. 	Solutions: <ul style="list-style-type: none"> 24 students in class. Cheese is most favorite. Sausage is least favorite. 6 more students like pepperoni than mushroom. 11 students had pepperoni.
Complete Understanding	<ul style="list-style-type: none"> Represents all survey information on a bar graph. Creates a title and labels each category of the bar graph. Answers each question about the data correctly. 	

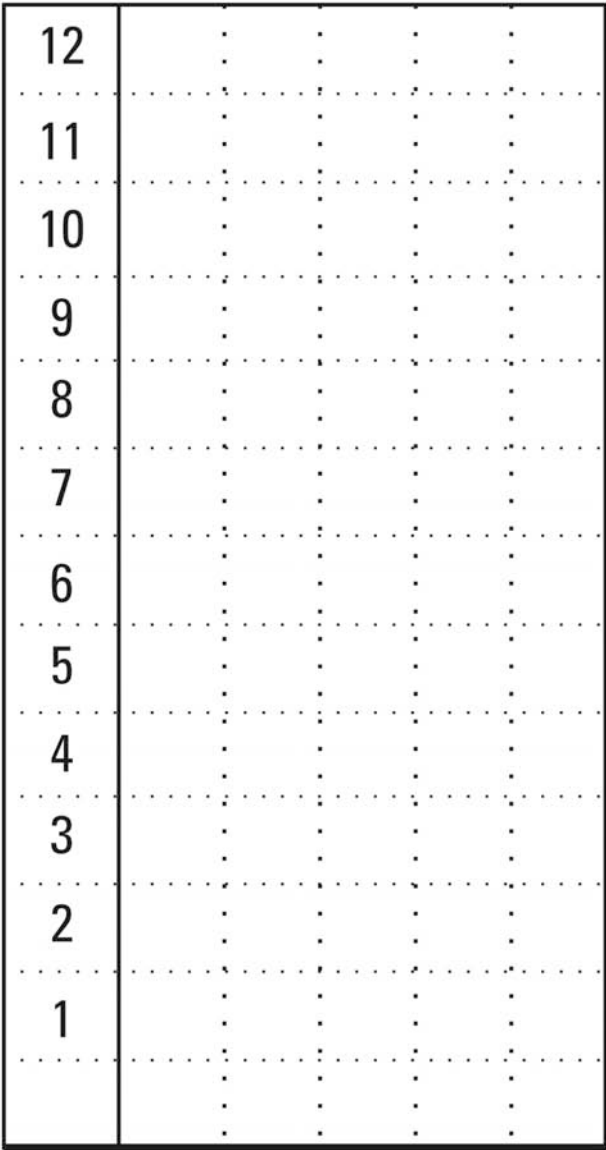
Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
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5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Mr. Miller’s class used a survey to find out everyone’s favorite pizza topping. They put their results in a table.

Cheese	10
Pepperoni	9
Sausage	2
Mushroom	3

Use the data from the survey to create a bar graph below.



Use the data to answer the questions.

How many students are in the class? _____

Which pizza topping is the most favorite? _____

Which pizza topping is the least favorite? _____

How many more students like pepperoni than mushroom? _____

The students from Mr. Miller's class used the survey to help order pizza for lunch. The pizza shop was out of sausage. So, the students who liked sausage decided to order pepperoni instead. How many students ordered pepperoni pizza?

Justify your reasoning.

_____ students ordered pepperoni pizza

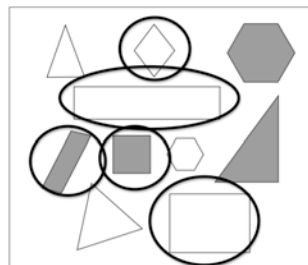
Geometry

Formative Instructional and Assessment Tasks

G Task 1a

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles quadrilaterals, pentagons, hexagons, and cubes. *Sizes are compared directly or visually, not compared by measuring.
Materials	SF, pencil
Task	Provide the student with the materials. Read the directions: <i>Circle all of the quadrilaterals. Explain how you know that the shapes you circled are quadrilaterals.</i>

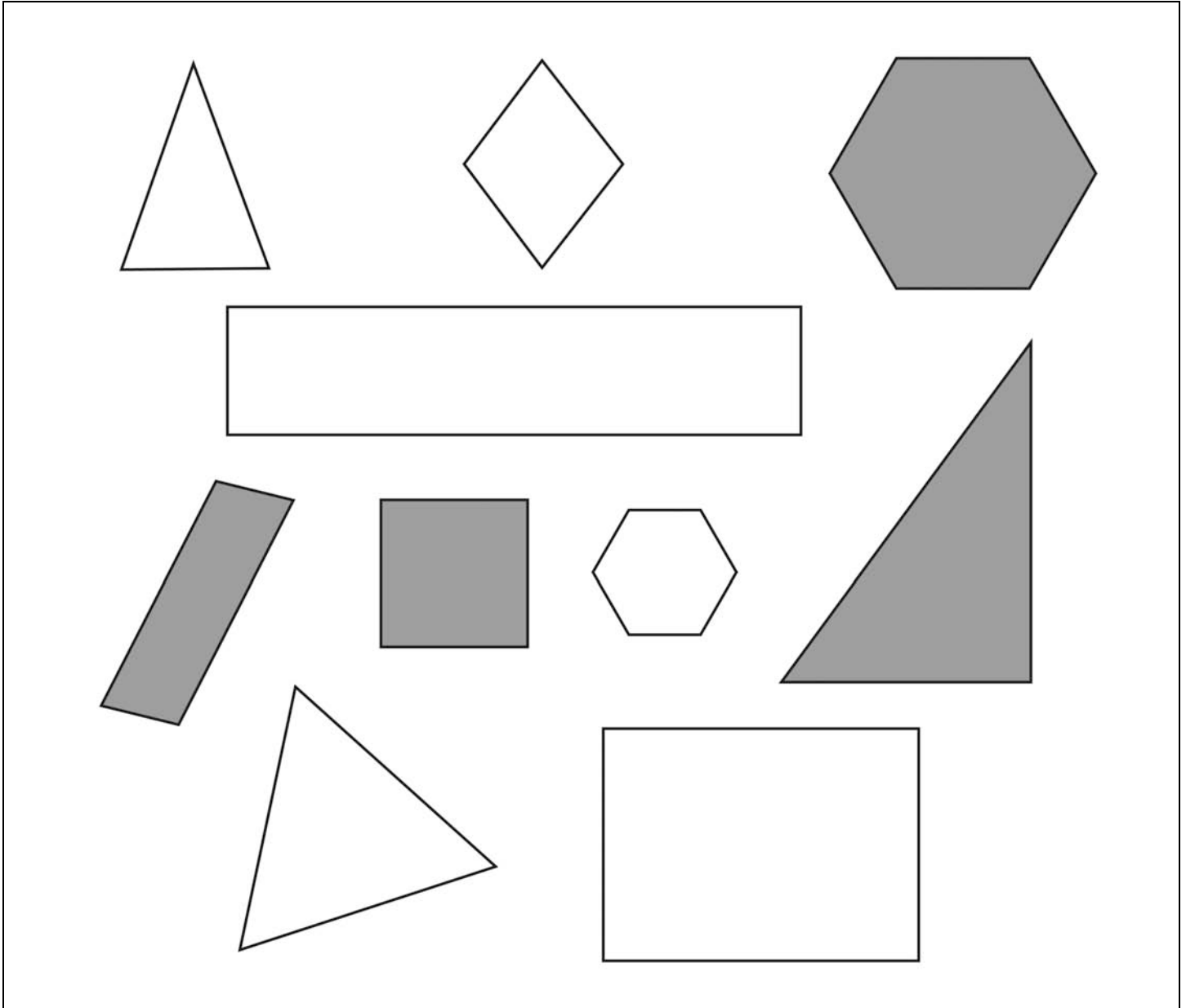
Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Identifies some of the quadrilaterals, but not all. Uses non-defining attributes in the justification (e.g., size, color) 	<p>Answer:</p>  <p>Identifies types of quadrilaterals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> square <input type="checkbox"/> rectangle <input type="checkbox"/> trapezoid
Complete Understanding	<ul style="list-style-type: none"> Identifies all of the quadrilaterals. Uses defining attributes to justify why each shape is a quadrilateral (sides, angles) 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Circle all of the quadrilaterals.



Explain how you know that the shapes you circled are quadrilaterals.

Formative Instructional and Assessment Tasks

G Task 1b

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles quadrilaterals, pentagons, hexagons, and cubes. *Sizes are compared directly or visually, not compared by measuring.
Materials	SF, red, green, blue and orange crayon
Task	Provide the student with the materials. Say to the student: <ol style="list-style-type: none"> 1. Use your red crayon to draw a circle around all of the pentagons. 2. Use your green crayon to draw a circle around all of the triangles. 3. Use your blue crayon to draw a circle around all of the hexagons. 4. Use your orange crayon to draw a circle around all of the rectangles.

Continuum of Understanding

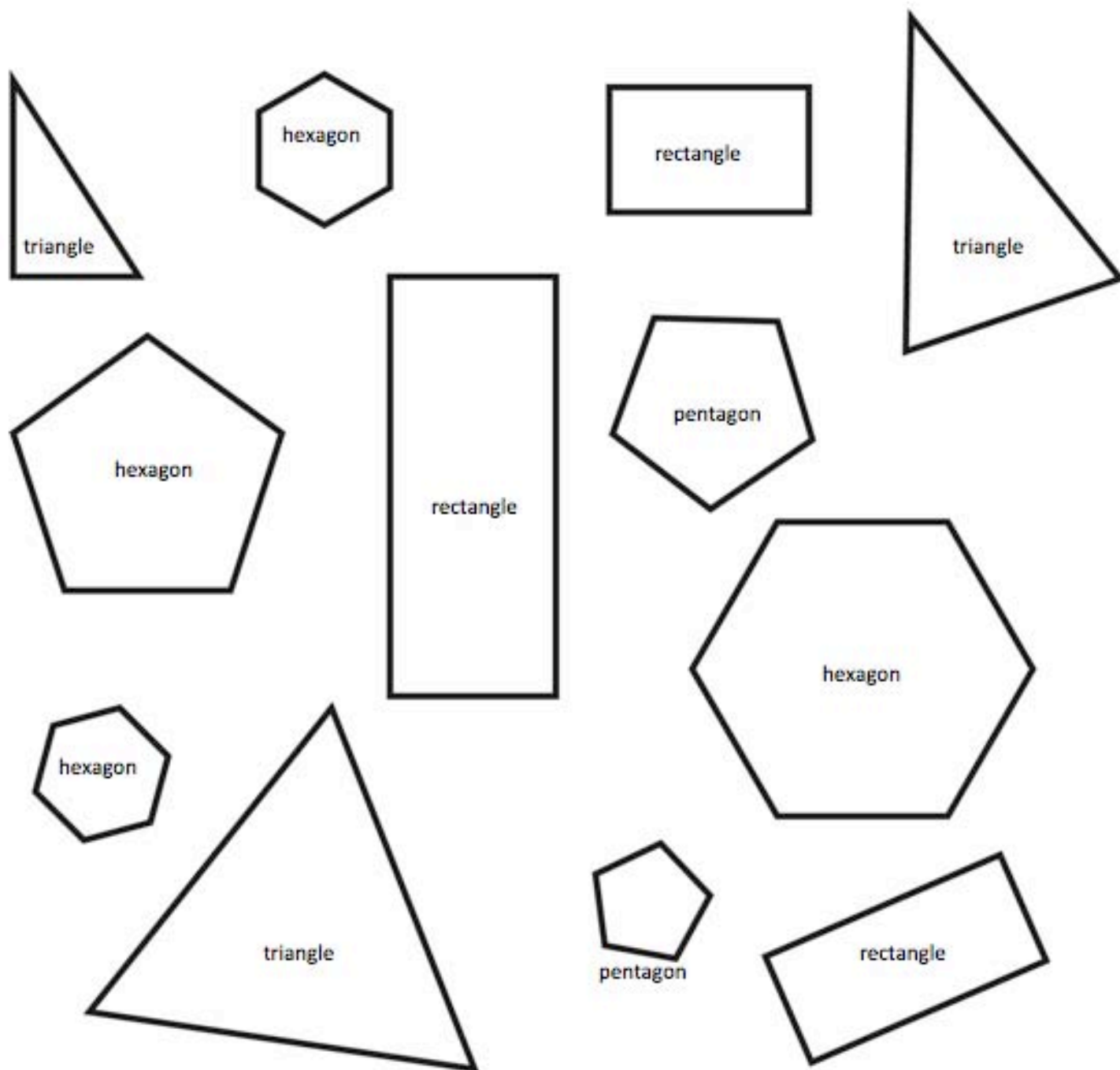
Developing Understanding	<ul style="list-style-type: none"> Identifies some of the shapes correctly, but not all. 	Correctly identifies all of the: <ul style="list-style-type: none"> <input type="checkbox"/> pentagons <input type="checkbox"/> triangles <input type="checkbox"/> hexagons <input type="checkbox"/> rectangles
Complete Understanding	<ul style="list-style-type: none"> Correctly identifies all of the shapes. 	

Standards for Mathematical Practice

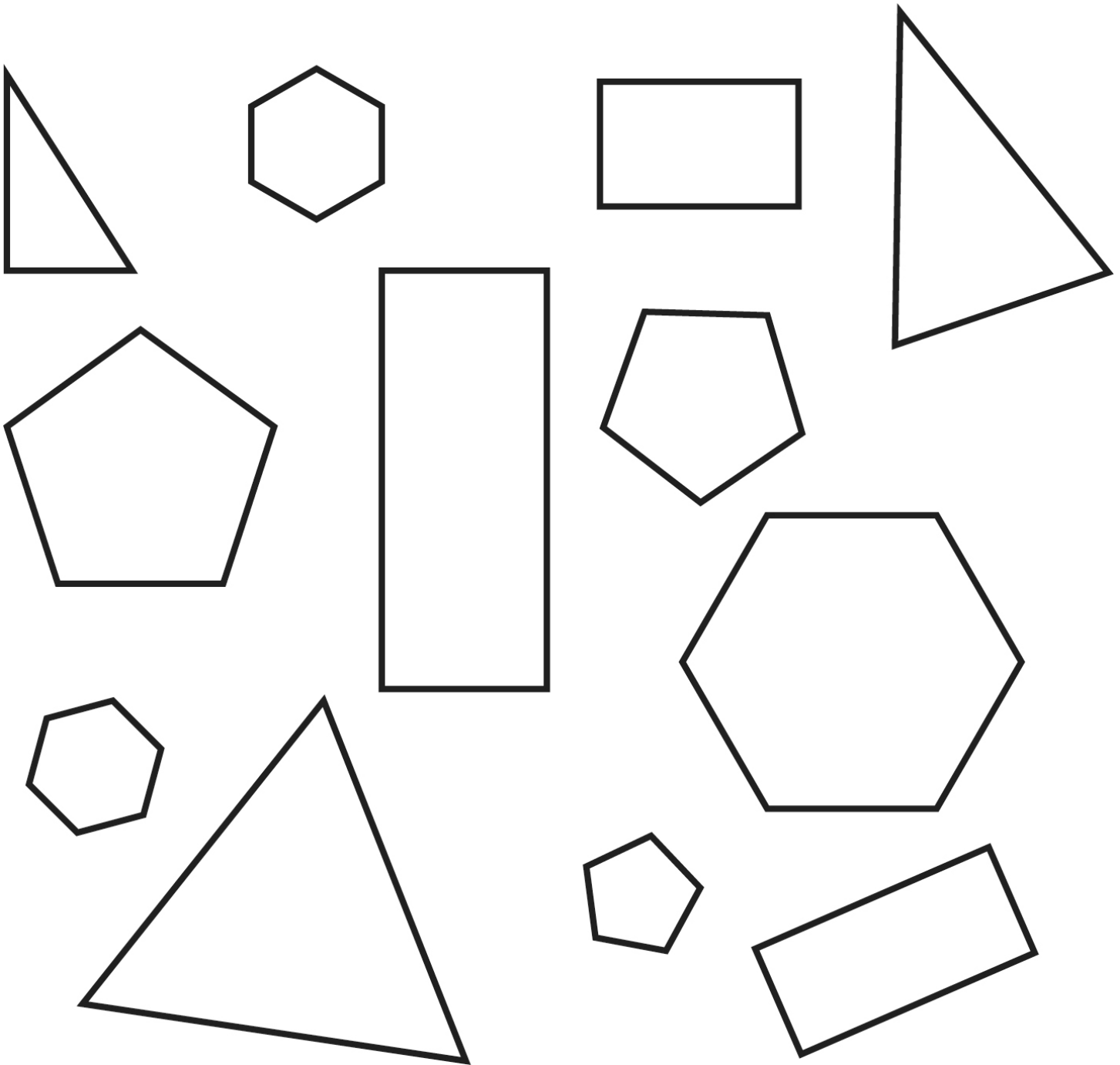
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

G Task 1b
ANSWER KEY



1. Use your red crayon to draw a circle around all of the pentagons.
2. Use your green crayon to draw a circle around all of the triangles.
3. Use your blue crayon to draw a circle around all of the hexagons.
4. Use your orange crayon to draw a circle around all of the rectangles.



Formative Instructional and Assessment Tasks

G Task 1c

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles quadrilaterals, pentagons, hexagons, and cubes. *Sizes are compared directly or visually, not compared by measuring.
Materials	Cube
Task	Show the student a cube. Ask: <i>Is this shape a cube?</i> Then, say: <i>Why do you think it is (or isn't) a cube?</i> Students may tell or write their responses.

Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> States that the shape is not a cube. Identifies the shape as a cube, but does not use correct defining attributes to describe the shape.
Complete Understanding	<ul style="list-style-type: none"> Correctly identifies the shape as a cube and uses defining attributes to describe the shape (e.g., 6 square faces)

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Formative Instructional and Assessment Tasks

G Task 2a

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Materials	SF, pencil
Task	Provide the materials to the student. Read the directions: <i>Partition the rectangle into 2 rows and 2 columns of same-size squares. How many squares do you have?</i>

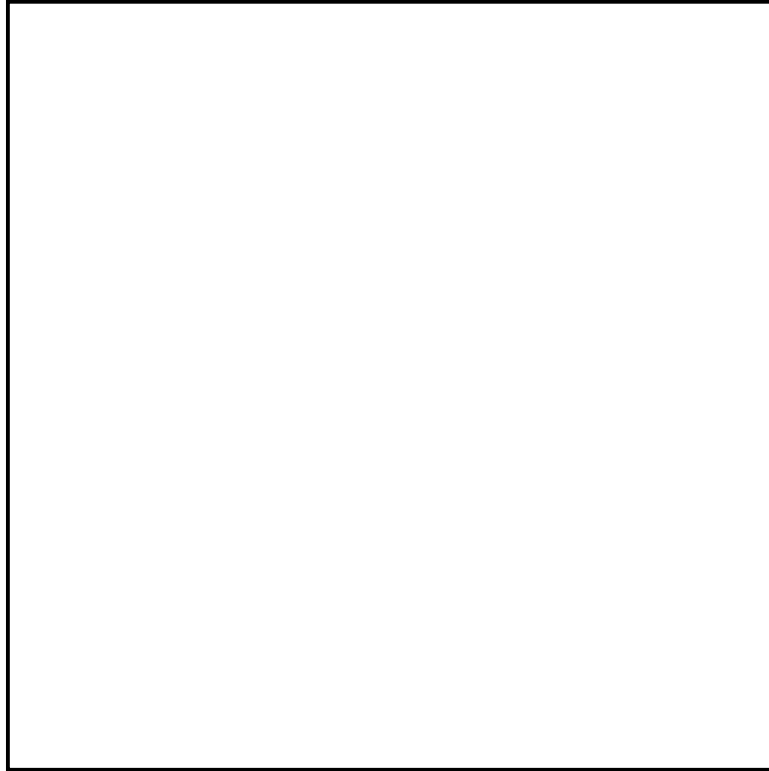
Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> • Incorrectly partitioned the rectangle into 2 rows. • Incorrectly partitioned the rectangle into 2 columns. • Some of the squares were distinctly larger (or smaller) than others. • Incorrectly counted the number of squares.
Complete Understanding	<ul style="list-style-type: none"> • Correctly partitioned the rectangle into 2 rows and 2 columns. • The squares were approximately all the same size. • Correctly counted 4 squares.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Partition the rectangle into 2 rows and 2 columns of same-size squares.



How many same-size squares do you have? _____

Formative Instructional and Assessment Tasks

G Task 2b

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Materials	SF, pencil
Task	Provide the materials to the student. Read the directions: <i>Partition the rectangle into 3 rows and 4 columns of same-size squares. How many squares do you have?</i>

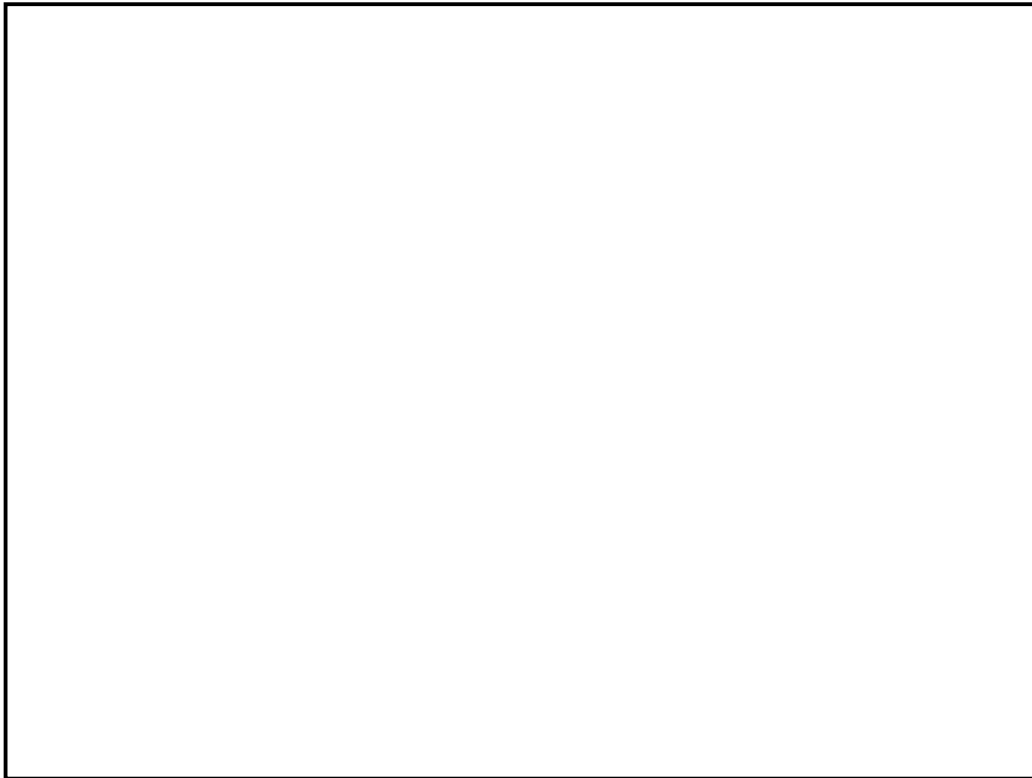
Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> • Incorrectly partitioned the rectangle into 3 rows. • Incorrectly partitioned the rectangle into 4 columns. • Some of the squares were distinctly larger (or smaller) than others. • Incorrectly counted the number of squares.
Complete Understanding	<ul style="list-style-type: none"> • Correctly partitioned the rectangle into 3 rows and 4 columns. • The squares were approximately all the same size. • Correctly counted 12 squares.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

**Partition the rectangle into 3 rows and 4 columns of same-size squares.
How many squares do you have?**



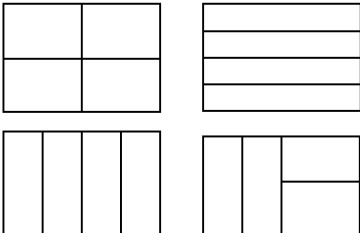
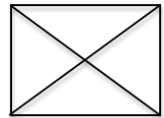
How many same size squares do you have? _____

Formative Instructional and Assessment Tasks

G Task 3a

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Materials	SF, Paper, pencil
Task	Provide materials to the student. Read the problem: <i>You have 3 rectangular cakes. Cut each cake into fourths in three different ways. Explain how you know that each cake has been partitioned into fourths.</i>

Continuum of Understanding

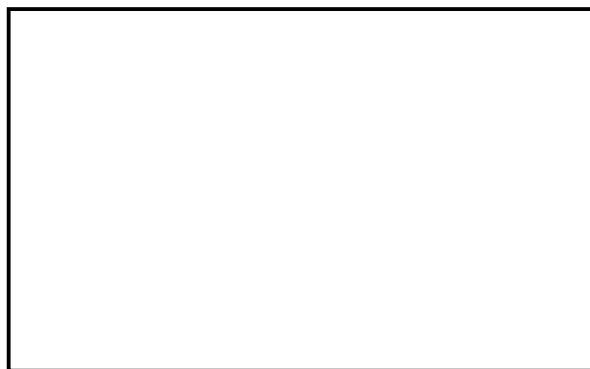
Developing Understanding	<ul style="list-style-type: none"> Incorrectly partitioned one or more cakes into 4 equal pieces. Explanation does not include an understanding that each cake needed to be partitioned into 4 pieces. Explanation does not include an understanding that each fractional part needs to be the same size. 	Possible Solutions 
Complete Understanding	<ul style="list-style-type: none"> Correctly partitioned each rectangle into fourths in a different way. Explanation includes an understanding that there needs to be four pieces and that each fractional piece needs to be the same size. 	 Note: Although each fractional piece may not be the same shape, the size (area) of each fractional piece has the same area. Each piece represents one-fourth of the whole rectangle.

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

You have 3 rectangular cakes.

Cut each cake into fourths in three different ways.



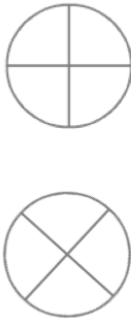
Explain how you know that each cake has been partitioned into fourths.

Formative Instructional and Assessment Tasks

G Task 3b

Domain	Geometry
Cluster	Reason with shapes and their attributes
Standard(s)	2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Materials	SF, paper, pencil
Task	Provide materials to the student. Read the problem: <i>You have 2 round cookies. Cut each cookie into fourths in two different ways. Explain how you know that each cookie has been partitioned into fourths.</i>

Continuum of Understanding

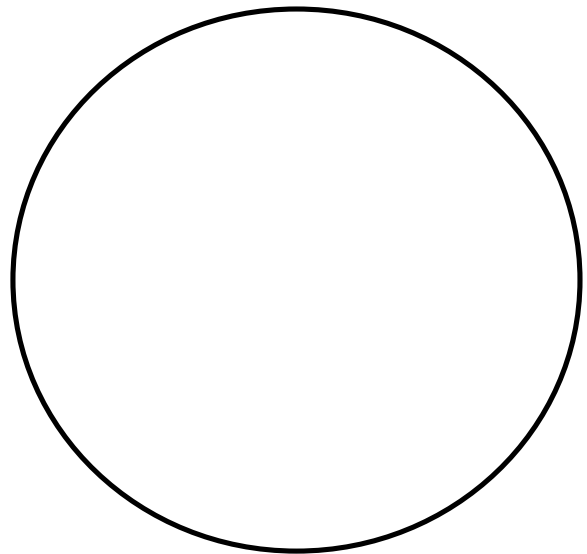
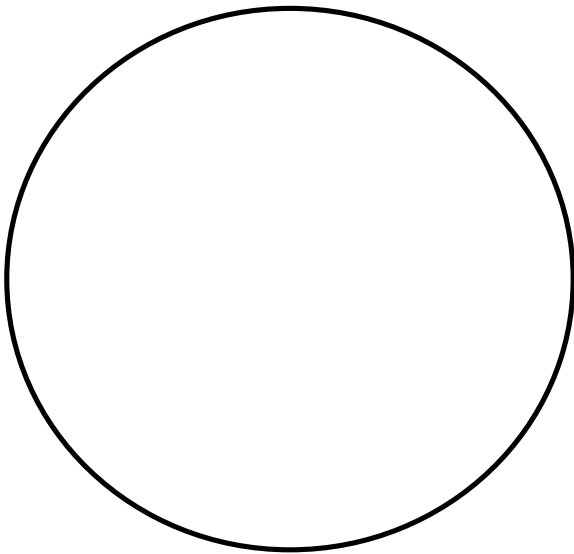
Developing Understanding	<ul style="list-style-type: none"> Incorrectly partitioned one or more cookies into 4 equal pieces. Explanation did not include an understanding that each cookie needed to be partitioned into 4 pieces. Explanation did not include an understanding that each fractional part needs to be the same size. 	Possible Solutions 
Complete Understanding	<ul style="list-style-type: none"> Correctly partitioned each cookie into fourths in a different way. Explanation includes an understanding that there needs to be four pieces and that each fractional piece needs to be the same size. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

You have 2 round cookies.

Cut each cookie into fourths in two different ways.



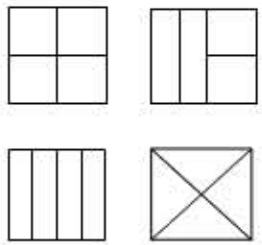
Explain how you know that each cookie has been partitioned into fourths.

Formative Instructional and Assessment Tasks

G Task 3c

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Materials	SF, Paper, pencil
Task	Provide materials to the student. Read the problem to the student: <i>Some students partitioned a rectangular cake in different ways. Look at each cake. Is each cake partitioned into fourths? Explain your reasoning.</i>

Continuum of Understanding

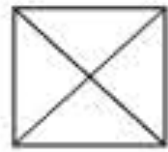
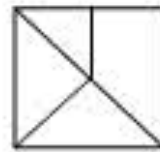
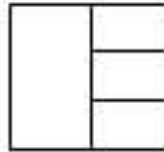
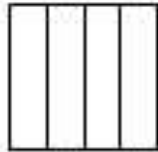
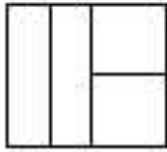
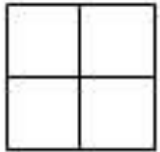
Developing Understanding	<ul style="list-style-type: none"> Incorrectly circles one or more cakes that are not partitioned into fourths. Circles some cakes that are partitioned into fourths, but not all. Justification does not include an understanding that each cake needed to be partitioned into 4 pieces. Explanation did not include an understanding that each fractional part needs to be the same size. 	<p><u>Solution:</u></p> 
Complete Understanding	<ul style="list-style-type: none"> Correctly circles all cakes correctly partitioned into fourths. Explanation includes an understanding that there needs to be four pieces and that each fractional piece needs to be the same size. 	<p>Note: Although each fractional piece may not be the same shape, the size (area) of each fractional piece has the same area. Each piece represents one-fourth of the whole rectangular cake.</p>

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Some students partitioned a rectangular cake in different ways.

Circle each cake that is correctly partitioned into fourths.



Explain your reasoning.

Formative Instructional and Assessment Tasks

G Task 3d

Domain	Geometry
Cluster	Reason with shapes and their attributes.
Standard(s)	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Materials	BLM, pencil, scissors. <i>The shapes may be cut out of the Blackline Master before providing shapes to the student.</i>
Task	<p>Provide the materials to the student. Read the problem to the student: <i>Fold and cut the rectangle so that you can share it equally between 3 people. Explain how you know that you shared it equally between 3 people.</i></p> <p>After the student has finished the rectangle task, say: <i>Fold and cut the circle so that you can share it equally between 3 people. Explain how you know that you shared it equally between 3 people.</i></p>

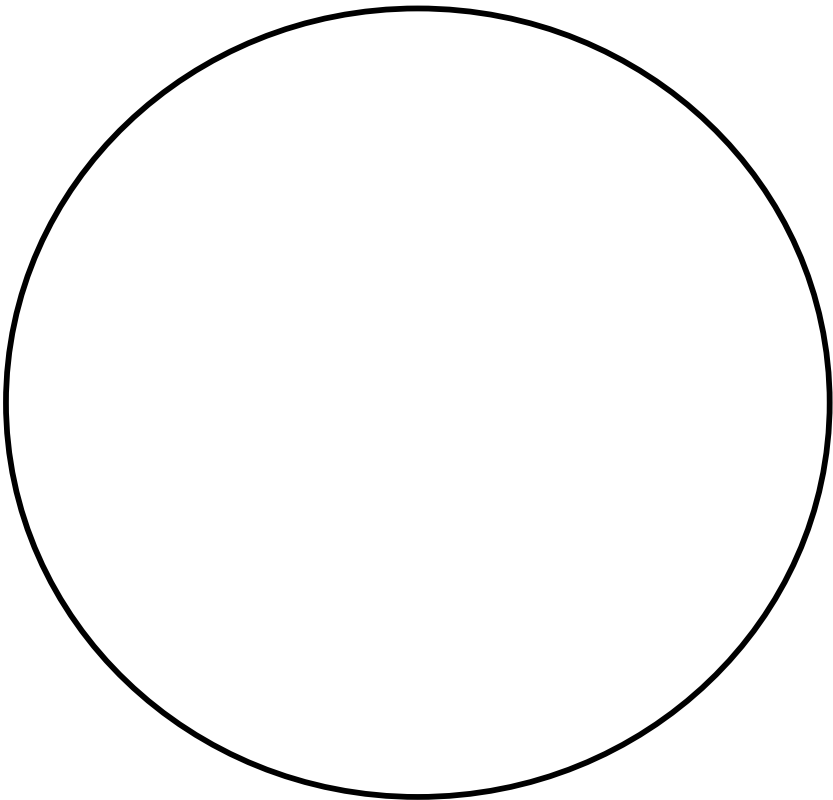
Continuum of Understanding

Developing Understanding	<ul style="list-style-type: none"> Incorrectly partitions one or both shapes into 3 equal pieces. Explanation does not include an understanding that each cake needed to be partitioned into 3 pieces. Explanation does not include an understanding that each fractional part needs to be the same size. 	Strategy(ies): <input type="checkbox"/> Folds and cuts shapes <input type="checkbox"/> Draws lines before cutting <input type="checkbox"/> Stacks shapes on top of each other to check size of each <input type="checkbox"/> Other:
Complete Understanding	<ul style="list-style-type: none"> Correctly partitioned both shapes into thirds. Explanation includes an understanding that there needs to be three pieces and that each fractional piece needs to be the same size. 	

Standards for Mathematical Practice

1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

Name _____



Student Record Keeping Forms

Student Name _____ School Year _____ Teacher Name _____

Second Grade Formative Instructional and Assessments Tasks
Documentation Form

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Student Name _____ School Year _____ Teacher Name _____

Second Grade Formative Instructional and Assessments Tasks
Documentation Form

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